

DOCUMENT RESUME

ED 338 873

CE 059 575

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TITLE Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions.
INSTITUTION Commonwealth Secretariat, London (England).
PUB DATE Jun 90
NOTE 181p.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Educational Planning; *Entrepreneurship; Foreign Countries; Guidelines; Postsecondary Education; Program Content; *Program Design; *Program Implementation; Proposal Writing; *Skill Development; Vocational Education
IDENTIFIERS Commonwealth of Nations

ABSTRACT

This resource book offers people involved in Entrepreneurial Skills Development Programs (ESDPs) in technical and vocational education and training institutions (curriculum developers, trainers, policymakers, and managers) tools to fashion a program that suits their specific environment. The two sections of the book are "Planning an ESPD" (chapters 1-4) and "Looking ahead to Implementation" (chapters 5-8). Chapter 1 discusses strategies for taking or responding to initiatives and offers guidelines for preparing a comprehensive proposal. Chapter 2 offers techniques for collecting basic information and promoting understanding of ESDP; it presents hints on setting up a design team, preparing a design plan, and preparing a budget. Chapter 3 contains guidelines for determining target groups and goals. Chapter 4 considers alternative structures and sequences of content. Chapter 5 offers guidelines on the possible range of ESDPs, a systematic outline of typical program content, and guidelines for selecting program content. Chapter 6 presents macro-level and institutional implementation strategies. Chapter 7 provides hints on incorporating an ESDP into the structure of technical institutions and administrative issues in accommodating and operating an ESDP. Chapter 8 contains strategies for monitoring and retracking, guidelines for evaluating and revising an ESDP, techniques for learner assessment, and points to note in an impact analysis. Appendixes provide samples of educational materials; case studies from India, Malaysia, and Papua New Guinea; a list of 15 country case studies on ESDPs; and a list of institutions where the draft of this book was field tested. A 199-item bibliography is included. (YLB)

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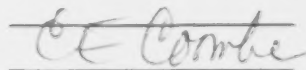
Resource Book for
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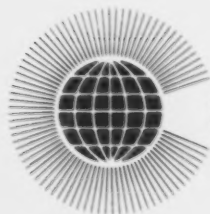
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DESIGNING ENTREPRENEURIAL SKILLS DEVELOPMENT PROGRAMMES

**Resource Book for
Technical and Vocational
Institutions**

**T V Rao
Cream Wright
Hena Mukherjee**

Education Programme
Human Resource Development Group
Commonwealth Secretariat

June 1990

COMMONWEALTH SECRETARIAT

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London SW1Y 5HX

First published 1990

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ACKNOWLEDGMENTS

The authors wish to thank various Commonwealth institutions, organizations (listed in Annex 4) and individuals for their unstinting assistance in providing us with information and ideas based on sound experience. Our gratitude goes also to the Commonwealth Secretariat for involving us in such an exciting venture and providing us with funding support.

P R E F A C E

With diminishing opportunities for formal employment, educational institutions are being encouraged to provide relevant forms of education designed to promote self-reliance and responsible entrepreneurial capacity for self-employment. This challenge spurs educators on to launch a new breed of education, training and other human resource development activities. Entrepreneurial Skills Development Programmes (ESDPs) is one of the ways in which education systems are meeting this challenge.

An Entrepreneurial Skills Development Programme is defined in this Resource Book as any comprehensively planned effort undertaken by an individual or group of individuals and/or institutions/agencies to develop competences in people that are intended to lead to self-employment or economic self-sufficiency or employment-generation through education and/or short term training.

The focus of an ESDP is development of 'entrepreneurial skills'. Such skills include: (a) development of an entrepreneurial spirit, characteristics and personality; (b) development of technical, technological and other professional competences needed for productive work and employment; (c) development of enterprise-building and small business development capabilities to initiate and start one's own business or be self-employed; and (d) managerial capabilities to run the business or other self-employment activity successfully. If an ESDP aims at developing all the four categories of skill, then the result is more likely to be self employment, new enterprise development, increased business activity and more employment in a given region or country. Hence to be successful ESDPs should be comprehensively planned to offer a variety of inputs.

Sometimes an educational institution may be interested in participating in this self-employment and entrepreneurship development process but may have resource and other limitations in offering comprehensively planned ESDPs. In such cases they may mobilize other agencies to collaborate with them and offer joint programmes. Institutions need to recognize that in the area of enterprise building it is vital to co-operate with other sectors within the Ministry of Education, other ministries, governmental and non-governmental agencies and private industries.

ESDPs should logically result in self-employment. However self-employment and enterprise-building are sometimes long drawn-out processes. This Resource Book suggests that ESDPs' success needs to be judged by multiple indicators rather than one single indicator of the 'number of candidates setting up their own business' or 'self-employed' variety. If the entrepreneurial skills acquired by an individual in an ESDP are put to use by him in securing productive employment or making any other form of entrepreneurial moves these should also be considered as indicators of success with skills development as primary feature.

The Resource Book has been trialled in various Commonwealth institutions (Annex 4) and reflects a consensus of their conclusions. The suggestions for evolving, designing, structuring, implementing and monitoring an ESDP are presented in the following eight chapters which are organized in two parts. Section A looks at the initial stages of planning, written in a more discussive style which participating institutions thought would be helpful at the policy discussion and negotiation phase. The sections immediately following this PREFACE - HOW TO USE THE RESOURCE BOOK and SUMMARY FLOW CHART OF THE RESOURCE BOOK - aided by the detailed TABLE OF CONTENTS, attempt to direct users, often hard pressed for time, to those section relevant to their needs. Section B takes the user on to concrete implementation issues.

HOW TO USE THE RESOURCE BOOK

1 The Resource Book may be of use in different ways to different groups of people involved in ESDPs in technical and vocational education and training institutions (TVET): curriculum developers, trainers, policy makers and managers. While the focus is on TVET institutions, the content might be of use to a variety of other institutions and organizations who are involved in ESDPs.

2 It is not the intention of this resource book to present a formula that prescribes the precise steps every organization must follow to set up and run ESDPs. Commonwealth countries reflect a wide range of cultural and socio-economic contexts: it is clearly not possible to provide detailed instructions for each country nor is it desirable. The aim is to offer users some tools that will enable them to fashion a programme which suits their specific environment best. Where possible, appropriate illustrations are offered from Commonwealth countries that contributed case studies to this exercise (See ANNEX 3).

3 For those who are starting a programme it is recommended that an inter-disciplinary team be constituted. The Resource Book is divided into two sections: **Section A PLANNING AN ESDP** comprising Chapters 1-4 and **Section B LOOKING AHEAD TO IMPLEMENTATION** comprising Chapters 5-8. Every member should go through the Chapters sequentially before starting working sessions.

4 For those familiar with entrepreneurial skills development programmes, sections and chapters can be selected and read according to need. For instance, Chapters 1 and 2 may help to buttress arguments presented to institutional policy makers and planners for supporting an ESDP initiative. Having secured the authority to launch such an initiative, readers may find Chapter 3 helpful in starting to think about specifics such as the precise nature of target groups. The **TABLE OF CONTENTS** with its detailed list of sub-headings and the **SUMMARY FLOW CHART** which follows will further indicate which sections/chapters might be of use.

5 Users will need to strengthen the information and suggestions contained in this Resource Book by talking to experienced practitioners in the field, visiting on-going ESDPs, undertaking suitable training programmes and referring to the increasing body of literature. The accompanying bibliography is an attempt to lead users into some of the literature.

6 Taken as a totality, the Resource Book appears to include an exhaustive series of activities which reflects perhaps the unattainable. The reality, as practitioners are aware, is usually very different. What may be necessary to remember is that one should strive to achieve a judicious balance between preparatory activities and the actual programme implementation: it is quite possible to prolong the early stages and never get round to implementation at all!

7 With the help of suggestions contained in this Resource Book, institutions interested in developing entrepreneurial skills programmes are encouraged to accomplish the following:

- (a) Identify target groups for their programmes
- (b) Decide on programme goals
- (c) Select content inputs for the programmes
- (d) Develop a detailed plan for operationalizing the selected content
- (e) Prepare programme implementation strategies
- (f) Design an appropriate institutional structure
- (g) Prepare a methodology for periodic monitoring and evaluation of the programmes

8 For those institutions and individuals seeking information on Commonwealth training programmes in the area of entrepreneurship development, a directory of training resources will be available in early 1991. Inquiries should be made to: The Director

Education Programme
human Resource Development Group
Commonwealth Secretariat
Marlborough House
London SW1Y 5HX

ABBREVIATIONS

ADB	African Development Bank
AIDAB	Australian International Development Assistance Bureau
AMM	Achievement Motivation Modules
AMT	Achievement Motivation Training
BDM	Behaviour Development Module
BMEP	Business Management Extension Programme (Swaziland)
BOG	Business Opportunity Guidance
CCNB	Canadian Council for Native Business
CIDA	Canadian International Development Agency
DANIDA	Danish International Development Agency
EBM	Enterprise Building Modules
EDI	Entrepreneurship Development Institute (India)
ESD	Entrepreneurial Skills Development Programme
ESDP	Entrepreneurial Skills Development
GTTI	Gambia Technical Training Institute
HEART	Human Employment and Resource Training Trust
IBAS	Indigenous Business Advisory Service (The Gambia)
ILO	International Labour Organization
MARA	The Council of Trust for Indigenous People (Malaysia)
MEDI	Malawi Entrepreneurship Development Institute
MITC	Manzini Industrial Training Centre (Swaziland)
MITCON	Maharashtra Industrial and Technical Consultancy Organization Limited (India)
MSC	Manpower Services Commission (UK)
MSM	Managerial Skills Module
NGOs	Non-Governmental Organizations
NPC	National Productivity Centre (Malaysia)
SIDA	Swedish International Development Authority
SSCEP	Secondary School Curriculum Extension Project (Papua New Guinea)
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical and Vocational Education and Training
U K	United Kingdom
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
YAA	Young Achievement Australia

Needs/Problems Addressed	Processes/Issues Enunciated	Outcomes/Products Expected
Need to win approval and support (especially funding) for establishing an ESDP	Ch. 1 Getting Started -Strategies for taking or responding to initiatives for ESDP. How to address different agencies to ensure support and/or funding for an ESDP. Guidelines for preparing a comprehensive proposal document, which envisages wide range of probabilities. ⇓ Ch. 2 Planning for the design of an ESDP -Techniques for collecting basic information and promoting understanding of ESDP. Hints on setting up a design team and preparing a design plan for ESDP. Preparing costings and a budget for establishing the ESDP ⇓ Ch. 3 Determining Target groups and programme goals -What to consider in choosing target groups for different institutions. Guidelines for determining appropriate programme goals. Promoting receptiveness against the target groups. What to consider in selecting candidates for the ESDP ⇓ Ch. 4 Structure and sequence of programme content -Advantages and disadvantages of different techniques for structuring the curriculum. Different methods of sequencing curriculum content. Guidelines for deciding on structure and sequence ⇓ Ch. 5 Programme content -Guidelines on possible range of ESDPs. Systematic outline of typical programme content for ESDPs -Guidelines for selecting programme content ⇓	A comprehensive proposal document appropriate to the situation Working papers on: Understanding ESDP Needs, Problem, Contextual Analysis Design, Team Profile Design Plan Budget, etc Selection of target groups Detailed profile of groups Outline programme of goals Promoting reception for ESDP Decide on an appropriate type of structure and sequencing for the curriculum content Selection of appropriate content which is relevant to the needs of the target group reflective of the field of entrepreneurship adequate in scope and depth practicable within the institutional and other constraints

Needs/Problems Addressed

Processes/Issues Enunciated

Outcomes/Products Expected

Problems of translating ideas into action. Need to ensure that the programme can be successfully implemented within the constraints and resources of an existing institutions

Ch. 6 Programme Implementation
General hints on implementation
Outline of major models for implementing ESDPs. Other useful implementation strategies. Some administrative guidelines Strategies for putting programme content into operation

Action plan for implementing the programme for a given institution implementation model administrative procedures

Need to ensure successful up-take of the ESDP by an institution. Problem of possible disruption to the existing structure and administrative set-up of the institution. Need to ensure adequate logistical support.

Ch. 7 Institutional Structuring and programme Administration
Hints on how to incorporate an ESDP into the structure of Technical Institutions. Some pre-conditions for the successful institutionalisation of ESDPs. Administrative issues inaccommodating and operating an ESDP in an institution. Staffing, staff development and organisational culture

Decision on structural mechanism for the accommodating ESDP designation of facilities and other institutional resources to support ESDP. Outline of rules and regulations for operating ESDP in the institution.

Need to check on ESDP as it is implemented, and solve problems in line with changing circumstances. Problem of assessment costs and benefits for different groups involved with the ESDP. Need to learn lessons and make appropriate changes.

Ch. 8 Programme Renewal
Strategies for monitoring and re-tracking ESDPs. Guidelines for evaluating and revising on ESDP. Techniques for assessment of learners in an ESDP. Points to note in impact analysis. Suggestions on the evaluation team

Action plan for monitoring and adjusting the ESDP as it is being implemented. Action plan for assessment of learners and programme evaluation.

SECTION A

PLANNING AN ESDP

Chapter 1

GETTING STARTED

This chapter addresses the variety of settings and circumstances in which Entrepreneurial Skills Development Programmes (ESDPs) might have to be developed. It provides a range of appropriate guidelines for dealing with the initial stages of the process through which viable and pragmatic ESDPs can be developed. Starting at the point where an initiative is taken to embark on ESDP, it takes the reader through various options and possible activities, to the stage at which a comprehensive proposal document is completed.

1.1 Taking the Initiative

An educational innovation such as the introduction of ESDPs will normally have its beginnings in some form of initiative taken at a certain point in time. This initiative and the process it sets in motion conditions the nature, scope and scale of ESDPs which can be developed. It is therefore essential in the early stages to have a proper understanding of who takes such an initiative, what is the underlying motive and rationale for the initiative, and how these factors affect the purpose and form.

In most Commonwealth countries initiatives on ESDPs are taken in a context of persistent unemployment, especially amongst youth. It is seen in a desire to promote a strand of education/training that is more closely linked to job-creation and self-employment. More often than not, these initiatives are taken within the framework of an explicit national policy which supports such developments, or at least with the tacit understanding of government that such developments are desirable. Importantly also, these initiatives usually involve a substantial degree of interaction and co-operation between education/training institutions, government departments, and industrial/commercial enterprises.

Commonwealth countries reveal a wide and rich diversity in the kinds of agencies which initiate ESDPs, ranging from individual educational institutions and small informal training centres, to national governments and major aid agencies. For the purpose of this Resource Book, it is useful to distinguish four main categories of initiative.

1.1.1 Institutional Initiatives

There are many examples, particularly in fairly decentralized education systems, of individual institutions taking the initiative in developing and implementing ESDPs. In some cases these institutions are responding to local or national policies, and therefore hope to gain official support and/or sponsorship without too much difficulty. However even in situations where there are no clear policies on the matter, an institution might become sufficiently concerned with the needs of its clients to take the initiative in establishing ESDPs. This trend is particularly strong in TVET institutions which find that in spite of the comprehensive range of technical education and training they provide, their graduates have considerable difficulty in finding suitable employment. An increasingly popular response to this dilemma is to steer TVET graduates towards self-employment by providing some form of ESDP within these institutions. This might be a relatively minor provision, with ESDP as a strand or component grafted on to an existing subject (e.g. as part of General Studies in the training programme of the Gambia Technical Training Institute). In other cases, provision might take the form of ESDP as a subject area in its own right, which constitutes an essential element in a complete training programme. Then there are those situations which provide for ESDP as a course, designed to cater for those who already have the pre-requisite technical/vocational training (eg Business Management Extension Programme of the Manzini Industrial Training Centre in Swaziland).

In all cases, when an individual institution takes the initiative to embark on an ESDP, it needs to ensure that the necessary approval and appropriate support will be forthcoming. Hence institutions usually need to justify this type of development in order to secure approval and support. Where an institution is fairly autonomous and has enough resources to undertake an ESDP on its own, this might simply be a matter of convincing the institution's authorities (Board of Governors, Senate, etc) that the programme is viable and worth supporting. For most Commonwealth countries, however, institutions would need to seek approval and funding from local/national Government, the private sector, or even from international aid agencies (for funding).

1.1.2 Initiatives taken by Non-governmental Organizations (NGOs) and the Industrial/Business Sector

Because NGOs are generally concerned with non-formal education and training, they tend to be more acutely aware of the strong need for linking their activities with employment prospects (including self-employment). Consequently, there are many examples of initiatives taken by NGOs to promote ESDPs, e.g. B.M.E.P operated by the Manzini Industrial Training Centre in Swaziland. Similarly industrial and business enterprises often take initiatives at the local or national level to promote ESDPs. Sometimes such initiatives are really a matter of enlightened self-interest, but there are also initiatives which have to do with a sense of community responsibility on the part of industrial and business enterprises.

Typically industrial/commercial enterprises provide sponsorship for schemes, projects and programmes connected with ESD, and then rely on education and training institutions to develop and implement them. Indeed this type of local or national sponsorship is often launched in collaboration with education/training institutions, either on the basis of agreed local/national needs, or as an incentive to steer such institutions towards education/training for the development of local or national enterprise (e.g the Young Achievement Australia Programme). NGOs, on the other hand, tend to develop their own schemes, projects and programmes, and invariably implement these through their own education/training institutions. Initiatives by NGOs are usually based on experience and perceived needs deriving from their work in non-formal education and training. They offer an important 'second chance' to youths who cannot gain employment either because their formal education is inappropriate or because there are no jobs available anyway.

Whether initiatives for ESDPs come from industrial/commercial enterprises or NGOs, they will need to be justified to the parent body in terms of certain guidelines and conditions specified for commercial sponsorship.

1.1.3 National/Local Government Initiatives

In a large number of Commonwealth countries such as Australia, Britain, Canada, The Gambia, India, Malaysia, Nigeria, Papua New Guinea and

Zimbabwe, there are excellent examples of national as well as local government initiatives undertaken to promote ESDPs. The main purpose is usually to reduce youth unemployment through appropriate education/training and other complementary measures, which would hopefully foster self-employment. Other underlying reasons for this type of initiative include a desire to establish an enterprise culture (Britain), a need to assist disadvantaged sections of the population (e.g. ethnic minorities in Canada), the need to develop alternatives to a stagnating formal sector economy (The Gambia), and a desire to reduce national dependence on imported goods and foreign-owned enterprises (e.g. Malawi).

Typically action from national/local government takes the form of a policy initiative, in pursuit of which a commitment is made to support certain schemes, projects and programmes. In terms of execution, governments usually mandate an existing organization (Ministry, Department, Institute, Centre etc) or set up a special body to act as an executing agency with responsibility to facilitate and co-ordinate policy implementation. Examples of such executing agencies include the (former) Manpower Services Commission (MSC) in Britain, H.E.A.R.T. in Jamaica, and the Indigenous Business Advisory Services (IBAS) in The Gambia. Actual development and implementation of ESDPs then usually come about as a result of government directives to appropriate education/training institutions, or as a result of such institutions responding freely to government initiative in this area. Much depends on the degree of centralization of education and training in the country concerned, and the resulting freedom or autonomy which institutions have in developing their own programmes. In some cases a general curriculum for ESD may be developed centrally for institutions to adopt, whilst in other cases it might be up to individual institutions to develop their own programmes within certain broad guidelines. In all cases there will be certain terms and conditions to be fulfilled as a prerequisite or in return for government support.

1.1.4 Aid Agency Initiatives

Many aid agencies are giving increased attention to strategies for promoting self-employment opportunities, particularly in developing countries of the Commonwealth. Sometimes this comes from a desire to assist disadvantaged groups in society (rural poor, minority groups, peasant women, etc).

In other circumstances promoting self-employment opportunities is regarded as a necessary 'mitigation strategy' to complement structural adjustment policies which result in retrenchment and increased unemployment in the public sector. There is also a more general concern with problems relating to under-utilized human resources and economic decline, resulting from lack of employment opportunities in the formal economy.

Whatever the underlying rationale might be, when an aid agency takes the initiative to promote ESDPs there are usually conditions and criteria laid down for funding the resulting projects. It would be prudent for recipients to be aware that although many agencies try to respond to the needs and priorities of the country, aid agencies do have their own agendas, preferences and priorities. Those responsible for developing ESDP projects must ensure that in meeting the conditions and criteria of aid agencies, their own needs and priorities are not unduly compromised. In particular it is critical to ensure that an ESDP project is not simply pitched at short-term viability when aid agency support is available. Full account must be taken of long-term realities when the programme will need to be sustained without support from aid agencies.

1.1.5 What is your situation?

Given the considerable variety of settings and circumstances in which initiatives for promoting ESD are taken, it is evident that those who undertake the task of developing and establishing ESDP will be operating from within a particular situation which determines how they can get started on the curriculum development process. Box 1.1 attempts to help programme developers identify their own situations. The degree of detail and level of sophistication required in the document used to justify launching an ESDP will depend on the requirement of the agency which has to approve and/or fund the project.

Box 1.1 Identifying Your Situation Before Getting Started

WHAT IS YOUR SITUATION

1. Are you within an Executing Agency (e.g a Curriculum Centre) which wants to:
 - (a) develop a general ESD Curriculum to be adopted by a number of implementing institutions?
 - (b) provide a framework which implementing institutions can use to develop their own ESD Curriculum?
 2. Are you within a Sponsoring Agency (e.g NGO or Industrial/Commercial Enterprise), which wants to:
 - (a) work closely with individual institutions to develop an ESD Curriculum?
 - (b) provide institutions with broad outlines for their ESD curriculum?
 3. Are you within a TVET institution which wants to:
 - (a) develop an ESD curriculum in keeping with directives from national/local government or other sponsors?
 - (b) develop an ESD curriculum as a self-initiated response to policies and incentives of government or other sponsors?
 - (c) develop an ESD curriculum purely on its own initiative, hoping to attract some sponsorship?
 4. Are you within some other implementing institutions which wants to:
 - (a) develop an ESD curriculum in accordance with directives or in response to policies and incentives from government or other sponsors?
 - (b) develop an ESD curriculum purely on its own initiative?
-

1.2. Envisaging the Probabilities

It is essential to envisage various probabilities and provide evidence to convince those concerned that the process should go ahead. This type of exercise is fairly similar to what is usually described as a feasibility study, but we are certainly not concerned with the prescribed technicalities of feasibility studies. The point of the exercise is basically to show, with appropriate supporting evidence, that an ESDP of some sort is needed in these particular circumstances, and that it can be successfully developed, implemented and sustained in a justifiable and worthwhile manner, given certain resources and conditions.

In situations where there are already strong convictions about the need for ESDPs, it might be tempting to regard this initial stage as somewhat superfluous. Certainly this activity should not be carried out simply for its own sake or as a rubber-stamp for firmly held beliefs, sentiments and convictions. But time and other resources spent on this initial stage are worthwhile, and can help to avoid costly errors and wrong investment decisions. We only need to recall the ease with which technical/vocational education projects and programmes were approved/supported by governments and aid agencies alike, and the recriminations which followed when it began to appear that this type of education was not yielding anything close to the benefits expected from such substantial investments. If ESDPs are not to become yet another heralded panacea for unemployment problems, with the prospect of further disappointments after major investments, it is essential to review possibilities and probabilities very thoroughly at the outset. In this regard it is always good practice for those who initiate and support ESDPs, as well as those who co-ordinate and implement them, to go through this initial stage of envisaging the probabilities.

1.2.1 Preparing a Proposal

The main concern here is to prepare some type of document which we shall refer to as a PROPOSAL. This is what will be used to win approval and funding for the ESDP. Depending on the context, such proposals could be only a few pages in length or they could be quite voluminous, with numerous appendices. Box 1.2 offers broad guidelines on what is required in different circumstances.

BOX 1.2: Types of Proposals Required in Various Contexts

INITIATING AGENCY	APPROVING/FUNDING AGENCY	TYPE OF PROPOSAL LIKELY TO BE REQUIRED FROM INSTITUTIONS
Individual Institution	Institution Authorities (Senate Faculty Board, Admin, Board of Governors, etc). Funding will be mainly from the institution's own resources.	Short document or memorandum briefly outlining why the programme is necessary and how it fits in with the institution's work and budget. It will also provide some description of the envisaged and highlight programme requirements in terms of staff, time-table, material resources, etc.
NGO	Parent body of the NGO	Document or report highlighting training needs and target groups which require ESDP. How does it fit in with current NGO policies and known priorities of the country? How will it affect future activities of the NGO? What does it require in terms of staff, physical facilities, material resources and general financial outlay?
Industrial/Business Sector	Individual industries/business or special Boards/Committees set up to review and approve proposals	Schemes for promoting ESDP, highlighting training needs, target groups, expected benefits, involvement of industry/business, links with training institutions, as well as requirements for implementation (staff, materials, financial outlay etc)
National/Local Government	National/Local Government or their designated Agent	Request or application document highlighting feasibility of ESDP, in the institution concerned, and in line with Government's policy guidelines. outline of requirements for implementation including budget outline
Individual Institution(s)	National Government approval and International Aid Agency	Full project document with detailed background on funding institutional and national context, target groups, programme description, implementation requirements, implementation schedule, and budget outline

A good proposal document should provide sufficient evidence to convince those concerned that an ESDP is needed and viable in the particular circumstances. The key proposal elements outlined in Box 1.3 are not meant to be exhaustive nor to be treated as a rigid blueprint. In practice there are a number of possibilities which would constitute a perfectly adequate proposal for a TVET institution or any other implementing institution which wants to develop an ESDP. For instance, some sponsoring bodies (governments, industrial/commercial enterprises, NGOs etc) may have done the necessary groundwork on needs and justifications before initiating the ESDP. They may only require evidence of feasibility within a particular institution before granting approval and sponsorship. In such circumstances, the sponsoring body might even have pre-determined the main evidence it requires, so that an institution only needs to complete a questionnaire of some sort. Such a completed questionnaire would then constitute a proposal (or application) from the implementing institution. It would typically contain the type of information listed under category 2 in Box 1.3, and some indication of how the institution would in fact proceed to develop and implement an ESDP, as well as the resources it would require.

At another level the onus might be on the implementing institution to develop a comprehensive proposal as a basis for gaining approval/funding for an ESDP. It should be appreciated that individual institutions may sometimes lack the necessary expertise to undertake this type of exercise, and it might therefore be necessary to engage the services of an appropriate agency (curriculum centre, consultancy firm) to work in collaboration with the institution.

In general the scope and depth of a proposal, as well as the extent of expert groundwork it requires, will depend very much on who takes the initiative and who has to approve/fund the programme.

Box 1.3 Elements of a Good Proposal Document

1. Provide basic information on the need for an ESDP, focusing particularly on
 - (a) the groups of people who can benefit from such a programme
 - (b) the area(s) of ESD and the prospects for self employment
 - (c) how ESD links with and enriches other training elements
 2. Offer evidence that an ESDP is feasible in particular institution(s) by providing information on
 - (a) staff and student numbers, staff qualification, experience and specialism
 - (b) existing course structure, programme content and time table allocation
 - (c) physical facilities, equipment and materials available
 - (d) present level (and sources) of financing (capital and recurrent)
 - (e) likely additional requirements for developing and implementing ESD programmes
 3. Make appropriate references to existing policy documents and available statistical data in order to
 - (a) highlight positive linkages with official policy
 - (b) emphasize the seriousness of problems which ESD could ameliorate
 - (c) provide supporting evidence for arguments made
 4. Speculate about the impact and implications of an ESDP on
 - (a) the implementing institution(s) and staff
 - (b) the students and their employment prospects
 - (c) small-scale economic activities in the community
-

1.2.2 Groundwork for the Proposal

Developing a good proposal requires proper attention to what might be termed groundwork activities. This is mainly a matter of collecting the type of information outlined in Box 1.3, and marshalling cogent arguments to make a case for an ESDP.

A few general hints on proposals are appropriate before offering guidelines on how the groundwork for developing a proposal may be tackled.

- Hint No.1: With proposals, as with all aspects of curriculum development, it is always necessary to strike a judicious balance between the scope and depth of information to be collected, and the resources of time, manpower, money, etc available for the exercise.
- Hint No.2: Remember a proposal is not a full-blown curriculum plan. Detailed accuracy is neither necessary nor expected. At this stage it is really a matter of using broad brush strokes to provide a reasonable picture of what is envisaged in terms of an ESDP.
- Hint No.3 At this early stage it may be wise to use information collection as an opportunity to 'sound out' various groups as well as to create awareness of the need for an ESDP.

Turning to the actual business of the groundwork that needs to be done, it is good practice to follow a systematic work plan. In most cases there will be a known time span within which a proposal has to be developed. This may be a matter of weeks or months rather than years. A useful technique is to plan the most efficient way of using this time span, in terms of activities to be undertaken and the personnel available for this purpose. The first step then is to prepare as comprehensive a list as possible of activities that need to be undertaken as a basis for developing a proposal. This will require some amount of 'brain-storming' amongst the small team that is responsible for developing the proposal. The next step is to prepare a realistic list of the people likely to be available, capable and willing to undertake these various tasks. The activities should then be arranged in some form of time sequence, so that we have a fair idea of when a particular activity will commence and how much time will be allocated to it. In conjunction with this there must also be a fair indication of roles and responsibilities (who will do what), so that people understand the commitment required of them, in terms of time and effort. An effective way of presenting all of these details is in the form of a Work Plan which uses a bar chart as in Table 1.1. This table gives a

Table 1.1: Work Plan for Proposal Development (Hypothetical Example)

	1st MONTH				2nd MONTH				3rd MONTH			
Week number	1	2	3	4	5	6	7	8	9	10	11	12
Activities												
Collect information on government policy re-ESDP.	xxxxxxxx											
Information on prospects for self-employment	xxxxxxxxxxx											
Compile basic information on institution (s).	xxxxxxxx											
Evidence of interest by target group	xxxxx											
Likely co-operation from industry etc.	xxxxxxxx											
Map out possible links with other programmes	xxxxx											
Clarify legal status if necessary	xxxxx											
Outline complementary support/ action required	xxxxx xxxxx											
Obtain costings for budget	xxxxx											
Outline additional requirements envisaged	xxxxx											
Prepare outline for Proposal Document	xx											
Write-up Draft of Proposal	xxxxxxxx											
Discuss and Finalize Proposal	xxxxx											

suggested average time frame of 3 months, but it should be appreciated that much depends on the circumstances. Ideally enough time should be allowed for a reasonably thorough exercise, without losing the initial momentum.

Once such a Work Plan has been drawn up and agreed upon, it provides an excellent guide through which a fairly comprehensive proposal can be prepared within the time span available. Further to this, Table 1.2 gives some guidelines on the range of expertise required for preparing a proposal, and the typical roles involved. Individuals may be co-opted from outside the institution where necessary. Again this is only hypothetical. In practice a single individual or a small departmental team can develop a good proposal just as much as a high powered multi-agency team.

1.3 Writing up the Proposal

In writing up the proposal special attention needs to be given not only to the content and strength of arguments, but also to the audience at which the proposal is directed. The most important audience is likely to be the major agency which has to approve and/or provide funding for the ESDP. However, a proposal can also be aimed at other agencies which might be able to offer supplementary assistance in the form of funding or expert advice, etc.

Circulating a proposal to senior staff at a TVET centre is also a useful way of preparing people for the changes that an ESDP will bring about in the institution.

A proposal should be written in a manner which is likely to appeal to the audience(s) it is aimed at. The style and language in which it is written must be suitable in terms of what key members of the audience group are used to. For instance industrial establishments which are used to fairly precise language and factual data in their literature, might find it cumbersome to wade through long flowery descriptions in a proposal. In such situations, a reasonable guideline would be - Be precise, state the facts, keep your arguments tight!

Table 1.2: Composition of Proposal Development Team

STAFF/SPECIALIST ROLE	REQUIRED EXPERTISE/EXPERIENCE AND DESIRABLE QUALITIES	TYPICAL ACTIVITIES RESPONSIBILITIES
Team Leader	Expert in Curriculum or ESD or Education Planning. Experience in project work and programme design. Good administrator and communicator. Acceptable to others.	Spearhead activities, manage the whole process and co-ordinate the work of other team members. Initiate the process, assign tasks, obtain resources, and take responsibility for the final outcome.
Curriculum Specialist	Expert in curriculum development with specialization in Tech/Voc or Business programmes. Experience in project work and some research.	Construct profile of target group, sketch institutional content, outline description of ESDP content, list resources required for implementation, map out links with other programmes, develop budgets etc.
ESDP Specialist	Expert in ESD/Business Education, with experience in entrepreneurship programmes. Also experience in self employment. Good contacts with the industrial/business sector.	Collect data on policy re: ESDP, construct target group profile, outline description of programme content, plan co-operation with industry, assess self-employment prospects (likely outcomes), list resources and develop budget, etc.
TVET Specialist	Expert in Tech/Voc education with substantial teaching and administrative experience.	Assess feasibility of ESDP in the TVET institution, sketch institutional context, plan co-operation with industry, list resources required for implementation, develop budget.
Educational Researcher or Research Assistant	Expertise and experience in survey research, situational analysis and state-of-the art studies.	Collect information on policy, compile statistics on institution and target group, obtain costings for budget etc.

In other circumstances some amount of emotional persuasion might well be in place. For instance when dealing with national or local government initiatives, it is useful to stress the political angle of youth unemployment and its possible traumatic consequences. It is also important to show that one is trying to contribute to what the government itself wishes to achieve. Another useful guideline therefore is - **Emphasize the human and qualitative aspects if they offer special advantages.**

Apart from the style and language, the actual presentation is also very important. Diagrammatic presentations such as tables and graphs help to improve a document, but one must guard against the danger of overdoing this. If there are likely to be too many tables then it might be best to put most of them in an appendix so as not to affect the smooth flow of the argument. Also, there are some agencies which appreciate diagrams as efficient pictorial representations of essential information. For other agencies, such diagrams and graphs may not mean a lot and often need decoding or interpreting.

Box 1.4 Chapter Highlights

- 1 Initiatives on ESDPs are taken by various agencies, such as individual institutions, NGOs, the Industrial/Business sector, National/Local Government, and international aid agencies. Translating an initiative into a concrete ESDP requires negotiation, planning and support, involving inter-agency co-operation.
 - 2 The case for an ESDP often needs to be made in the form of a PROPOSAL, through which approval/funding can be obtained.
 - 3 The form and substance of the proposal will depend on the initiating agency and the approving/funding agency involved.
 - 4 Strategies for preparing a good proposal, include
 - grounding it in available information, evidence, policy documents and data, and estimates of impact and implications
 - initiating preliminary groundwork that needs to be done in preparing a proposal
 - devising a work plan for developing a proposal
 - identifying range of expertise required in developing a proposal
 - writing up the proposal document in a manner that suits the funding or approving agency's requirements.
-

PLANNING FOR THE DESIGN OF AN ESDP

Once a proposal has been approved and a commitment has been given to fund it, the business of designing an ESDP can start in earnest. The purpose of planning for the design of an ESDP is to ensure that a reasonably sound foundation of knowledge is established, as a basis for building a comprehensive and pragmatic programme. This chapter therefore deals with the range of information that needs to be collected, providing guidelines on appropriate techniques in each case. It also deals with the organizational and logistical aspects of planning for the design of an ESDP.

In general there are at least three broad categories of information which are essential in planning for the design of an ESDP. These categories focus on the domain of ESDPs, the needs profile of target groups, and the contextual setting or background situation against which the programme is being designed.

2.1 Understanding ESDPS

In order to undertake a meaningful design, it is important to find out as much as possible about existing ESDPs in terms of their underlying philosophy, goals and objectives, organization, content, clientele, staffing, finance, impact, etc. This may be done through study visits, short attachments, or state-of-the-art studies which involve reviewing reports, books, research papers, and other publications/materials from various sources. As a result of such activities, it is possible to develop a reasonable understanding of what ESDPs are all about, why they are undertaken, the form such programmes take in different circumstances, typical problems encountered, and the impact of ESDPs generally. Whilst such knowledge is essential, it should also be treated as an initial insight into ESDPs. It is essential as well to move beyond this initial insight by focusing on a more detailed understanding of a few well-chosen ESDPs. This is where study visits and short-term attachments are particularly useful. Equally useful are quick surveys undertaken to obtain further insight into ESDPs by focusing on a few concrete examples. Information may be collected from relevant institutions by mail, and/or by interviewing knowledgeable and experienced persons who have worked on these programmes. Information on why the programme was started, how it was designed and implemented, who did what, what worked and what did not, why certain things went wrong, etc all help to develop a better picture.

A reasonable balance should be struck between the need to establish a workable knowledge-base, and the constraints of time, manpower, finance and other resources required for study visits and state-of-the-art studies. We must recognise that the scope and depth of such studies may be constrained by considerations of time, manpower, finance, etc. This is an important trade-off which must be borne in mind. It might therefore be good practice to draw up a work plan (see Table 1.1) which schedules activities to be performed within the time span available, and assigns tasks realistically to available staff, as well as allocating resources efficiently to different aspects of the studies.

An important and novel dimension which can be added to state-of-the-art studies is that they can be used as an interactive process through which knowledge is shared with other selected persons. In this sense, the studies should be treated not only as a means of collecting and synthesizing information, but also as a mechanism for circulating information, provoking discussion and facilitating consensus. If it is properly handled, then as information is collected and synthesized in such a study, it can also be circulated to key individuals who will be involved in the design and implementation of the ESDP. This has two advantages. Firstly it enables the planning team to solicit valuable feed-back from key individuals on the worth of the information and its relevance/applicability to this particular context. Secondly it helps to generate a consensus in the understanding of ESDPs, so that those involved in designing and implementing the programme are at least speaking the same language, even if they do not hold identical views on the issues concerned. (Box 2.1 gives a summary description of stages in understanding ESDPs).

2.2 Needs Profile of Target Groups

The second category of information essential for planning the design of ESDPs concerns the proposed target groups and their needs. Once a potential target group has been identified (e.g. unemployed secondary school leavers, TVET students, etc), a fairly comprehensive picture of the needs of this group has to be developed and how they relate to the proposed programme.

Box 2.1 Developing a Knowledge-base of ESDPs

STAGES IN UNDERSTANDING ESDPs

1. Initial insight: mainly through literature research covering materials ranging from philosophical and theoretical speculations, to analytical/comparative studies, and descriptive case-studies. Also study visits and short-term attachments to relevant ESDP institutions.

The objective is to develop a broad understanding of what ESDPs are about, the circumstances in which they may be relevant/applicable, the ways in which they have been designed and implemented in different settings and the kinds of impact they have had.

Aim at producing a broad synthesis of study visits, observation and what exists in the literature, rather than detailed outlines of all materials.
Cover reasonable sample of available material.

2. In-depth understanding: mainly through detailed study of a small number (2-3) of ESDPs that are already in existence (preferably similar to your own context). Study visits, questionnaires, interviews, examination of records/documents, are all useful techniques for this type of study. The objective is to develop an in-depth understanding of how a particular ESDP was designed and implemented

Aim at producing a catalogue of useful techniques/strategies, pitfalls to be guarded against, processes to be adopted, organizational patterns worth adopting, and logistical details to be borne in mind.

3. Interactive knowledge: mainly through sharing of information, promoting discussion and facilitating consensus.

Circulate information as it is collected and synthesized. Solicit feed-back from key individuals, and encourage discussion on the state-of-the-art studies.

Aim at developing a consensus understanding of ESDP issues amongst those likely to be involved in designing and implementing the programme.

Again, it is important to start off with the kind of initial insight that can be gained from what is available in the available document. Annual statistical reports, economic reports, population studies, national development plans, education reports, manpower reports, employment studies, etc., are all possible sources of information on particular age groups, socio-economic groups, occupational groups, or educational groups, into which the target population might fall.

Some of the key questions which we seek to answer in constructing a needs profile of target groups are the following:

- why is an ESDP needed?
- who are those people who need an ESDP? (the target group)
- why should they, rather than other groups, be the target?
- what is the envisaged impact of an ESDP on this target group?
- how important is this need for an ESDP, compared with other priority needs of this target group?

Given these kinds of questions, we can develop initial insights by combing the existing literature for indications of such things as:

- unemployment trends as they affect this particular target group
- socio-economic disadvantages which characterize the group
- the important role envisaged for the group in local or national development, e.g. need for enterprising technologists to promote industrialization.

Having developed this type of initial insight into the needs profile of the target group, we can go on to construct a more detailed picture of the needs of this target group, through an appropriate survey strategy.

A need may be defined as that which could fill the gap between an existing state of affairs and a desired state of affairs. For instance, when we offer technical training to students, what we desire is that they should use the knowledge and skills gained to help in the country's technological development. Obviously if they remain unemployed they cannot do this, so there is a need for some form of employment. In the absence of opportunities from employers, this need for employment translates into a need for knowledge and skills that will lead to self-employment, hence the need for ESDPs.

In order to construct a needs profile of the target group, we have to document relevant details of their present situation and pitch these against what could be regarded as a desirable situation. A needs profile therefore involves a fairly detailed survey of relevant characteristics of the target group. Typically this would include a catalogue of knowledge and skills which members of the group already have, either as a result of formal education or work training and experience or just everyday experiences.

The technique used for collecting information to construct a needs profile will depend very much on the target group involved. In a TVET institution, for instance, students are a captive group and much information can readily be obtained from institution records as well as through interviews and questionnaires involving the current cohort. On the other hand a target group of unemployed youths in a major urban community, or experienced civil servants might not present a homogenous profile and the information required will not be readily available. What is required at this stage is simply a profile that is sufficiently detailed to give some idea of how much knowledge, skills, attitude change etc are required (and in what areas), to bring members of this target group to a desirable situation in which they would have developed sufficient entrepreneurial skills to venture into self-employment. The important elements for constituting a profile of the target group include the following:-

- (a) Age band, geographical location, socio-economic situation, employment track record.
- (b) Formal education - number of years, general education, any specialized/practical component, etc.
- (c) Training - formal job training, informal training, traditional training, etc.
- (d) Experience - Work related, home/community based, other relevant experiences
- (e) Everyday know-how

Using this list of information elements, a hypothetical profile for a target group of TVET institution students has been constructed as shown in Box 2.2.

Box 2.2 Knowing the Target Group

HYPOTHETICAL PROFILE OF TVET STUDENTS TARGET GROUP

1 Age band: Average Age 19 yrs. Max Age 25 yrs. Min. Age 16yrs

2 Geographical Location: Predominantly from the rural areas
[institution catchment area]

3 Employment Track Record: 1982-83 1982-84 1982-85 1982-86

Total No. of students trained	<u>60</u>	<u>120</u>	<u>180</u>	<u>240</u>
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Total No. of students securing jobs	<u>40</u>	<u>70</u>	<u>105</u>	<u>125</u>
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Total No. of students unemployed	<u>20</u>	<u>50</u>	<u>75</u>	<u>115</u>
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4 Formal Education Background: 12 years of general education involving key subjects of Maths, English, Local Language and Social studies. Average of 5 - 6 years science; special/practical subjects include Agriculture (3yrs). Handicraft/2yrs
No business-related subjects in school curriculum

5 Community-based experience: mainly farming and selling of agricultural products as members of farming communities

6 Training: Currently being trained in a range of TVET occupational skills. Carpentry, Plumbing, Masonry, Poultry.

7 Everyday know-how: Little or no experience with banks or commercial enterprises. Little or no contact with government legal/administrative bureaucracy relating to commerce.

SITUATIONAL ANALYSIS OF TVET INSTITUTION

1. Legal status: who needs to approve the ESDP before it can be started? Is the institution empowered to run this type of course under its legal status? Can it charge user fees? Who decides how much? Can it raise funds from other sources? etc.
 2. Administrative/Organizational Structure: What is the present administrative structure and how does it affect (or how will it be affected by) the introduction of an ESDP? How much of the institution's budget and other resources will there be for an ESDP? How will the introduction of ESDP affect (or be affected by) this pattern of organization? (e.g. time-tabling difficulties, teaching styles, assessment, etc). See Chapter 7 for detailed treatment of these issues.
 3. Detailed information on present staff: including qualifications, teaching experience, teaching load, speciality, any business experience, etc.
 4. Existing facilities: Capacity of classrooms, library, workshops, etc and their present rate of use.
 5. Resources available: Equipment, materials, vehicles, recurrent budget, annual stock position, etc.
 6. Existing links: with industrial/commercial establishments that could be further exploited to promote an ESDP.
-

2.3 Putting Things in Context

The next broad category of information relates to the particular context in which an ESDP is to be designed and implemented. This type of information enables us to identify factors which might facilitate or constrain the ESDP, highlight organizational/logistical peculiarities which require special attention, and generally ensure that the ESDP is designed in a realistic, relevant and pragmatic manner for the situation concerned.

This type of survey is usually conducted as part of a situation analysis, and it should normally cover the institutional, local and national levels. The depth to which each of these levels is covered would vary with the situation, but as a general guideline one would expect much more detailed work on the institutional context, and less so as one moves outwards to the local and national contexts. What is involved in situational analysis for the institutional context is essentially a more focused and detailed version of the type of information already collected under GETTING STARTED (Chapter 1). A catalogue of some of the information that might need to be collected for a TVET institution is summarized in Box 2.3.

2.4 The Design Team

It is important to identify a small core of people who will in effect constitute the design team. Such a team need not be very large (4-5 persons) but it should include at least one member with considerable experience in curriculum design, particularly in technical/vocational programmes. The team should also include one member from the business world (private sector) and one member who has substantial technical/administrative experience in this or related fields (preferably from within the institution). Other members of the team may be chosen from successful entrepreneurs, government officials dealing with the commercial sector, researchers with experience in conducting simple surveys, and staff members of the institution. The design team might well be the same team that developed the proposal document in the first place (Chapter 1). This would be excellent for continuity.

In principle it is good to have as many members of the team as possible from the TVET institution concerned. In practice however the required expertise is not always available at such institutions. It might therefore be necessary to use outside expertise, working in collaboration with staff at the institution. For instance a curriculum centre might be asked to spearhead and co-ordinate the exercise, or a firm of consultants could be brought in to work with the staff of the institution. Whichever strategy is used, the following guidelines must be observed to ensure that the team can function efficiently and effectively.

- (a) It is important to clarify major roles, duties and responsibilities at an early stage to avoid problems within the team later. In particular the role of director/coordinator must be clearly defined and the member chosen must be competent and capable as well as having the respect and trust of other members.
- (b) Members of the team should be given reasonable time to devote to this exercise. Sometimes this is achieved by assigning members full-time to this task, on secondment from their normal job. In other circumstances members could be given a reduced workload.
- (c) The design team should be given powers to co-opt additional members as and when necessary to cope with specific tasks.
- (d) The team must be given the freedom to undertake widespread consultations with different categories of specialists. These usually take the form of meetings and workshops.
- (e) The team must be provided with adequate organizational and logistical support e.g., secretarial services, transportation, stationery, and a realistic budget.

Once a team has been constituted it must embark on drawing up a work plan for approval by the appropriate officials.

2.5 The Design Plan

The guidelines offered in this section should in no way be regarded as a blueprint. There are situations in which a number of experienced people have been able to hold meetings, pin down ideas and gradually shape these into an

ESDP. Hence the approach outlined here may be seldom realised in practice, but it is useful as a guide. Common sense and the practicalities of each situation will determine how far this approach needs to be modified.

The Work Plan for the design of the ESDP should include a summary list of activities as far as they can be foreseen. The team should discuss these activities and extensive notes should be prepared on what they entail. In this way realistic allocations of time, staff and resources can be made in the work plan for each activity. The range of possible activities likely to be undertaken by the team in designing an ESDP is summarized in Box 2.4.

BOX 2.4 The Design Plan

ACTIVITIES TO BE INCLUDED IN A DESIGN PLAN

<u>1. Preliminary activities</u>	<u>Products</u>
State-of-the-art studies on ESDP	Synopsis of literature and needs profile of target group
Needs analysis	Situational analysis at institutional, local and national levels
Contextual studies	Budget for preliminary activities
Costing resources involved	
<u>2. Curriculum Design</u>	
Analysing purpose of ESDP	Statement of goals and objectives
Selecting content of ESDP	List of content
Deciding on methods to recommend	Suggested methods for implementation
Cataloguing resources required	List of teaching/learning resources
Outlining suggested assessment techniques	Assessment instruments
Putting an ESDP package together	Draft curriculum for ESDP
Costing curriculum design activities	Budget for curriculum design
<u>3. Curriculum Refinement</u>	
Pilot trial and evaluation	Evaluation report
Revision of draft	Curriculum for ESDP
Costing refinement activity	Budget for curriculum design
<u>4. Curriculum Renewal</u>	
Monitoring and Evaluation	Plans for monitoring and revising programme
Major Revisions	Curriculum evaluation and renewal budget
Costing of renewal activities	
<u>5. Follow-up/Support services</u>	
	Plan of services required by graduates on completion of training (eg financial marketing, public relations, legal). How such services may be orchestrated

The next logical stage in the design plan is to schedule these activities realistically within the available time frame, with the understanding that such a schedule is tentative and flexible within certain limits. In conjunction with this scheduling exercise, the various tasks involved in each activity can be roughly allocated to members of the team.

Following this scheduling of activities and allocation of tasks, an estimate of resources required can be made. This would include such items as transportation (vehicles and fuel), costs of meetings and workshops, stationery, support staff, meeting rooms, reprographic services, postage, telephone calls, salaries and other remuneration.

The team should be in a position now to produce a diagrammatic work plan which summarizes the whole process. This can then be modified as work progresses, but it should provide a good guide to the team and others, of what is being aimed at and how it can be achieved.

2.6 Costings and Budget Preparation

This is a critical aspect of designing an ESDP, and it could determine whether a funding request is treated favourably, as well as whether an adequate level of provision will be available for establishing the ESDP. Ideally a budget should be comprehensive enough to provide for all possible expenditure, and the costings should take account of possible changes due to inflation etc. At the same time a budget should manifest a healthy degree of prudence, reflecting realistic costings and financial discipline as regards proposed expenditures.

Costing is the process through which monetary values are assigned to various resources which will be used in establishing the ESDP. Some items (e.g material resources) can readily be costed since they are already on sale at a known price. Other items (eg. time, expertise) may be more difficult to quantify in objective monetary terms. Again, over the short term most costs are likely to be stable, but in the long term variations in cost are inevitable especially in situations where high inflation and frequent currency devaluation are a feature of the economy. All these variables have to be taken on board in the costing process, and this guideline can only provide a few general hints.

Hint No 1: In costing material resources, use average current prices and add on a percentage as provision for inflation etc., based on past trends. Do not forget to provide for extra charges such as freight, handling, storage, delivery, installation, maintenance, etc where applicable.

Hint No 2: In costing of expertise and staff services use current remuneration rates (consultancy fees, staff salaries) as a guide. Ensure that adequate provision is made to give a fair incentive but avoid a level of remuneration which may be difficult to maintain over the long term.

Hint No 3: Time-related costings should include provision for meetings, study-visits, support services, etc.

Hint No 4: If costs are highly unstable due to rapid inflation, frequent currency devaluation, etc, then use a more stable currency unit. e.g US\$ or £ sterling for indicating costs.

A budget is essentially an aggregated presentation of all the costs involved in establishing the ESDP. In its simplest form a budget might be just a list of expenditure items together with quantity required, unit cost and total cost such as the one in Box 2.5.

Box 2.5 List of expenditure items

DESCRIPTION OF BUDGET ITEM	QUANTITY REQUIRED	UNIT (US\$) COST	TOTAL COST
Photocopying paper	200 packets		
Duplicating stencils	50 packets		
4-wheel drive vehicle	1 (one)		
Photocopier	1 (one)		
Filing cabinet	3 (three)		
TVET Curriculum Specialist	6 person-months		
ESDP Specialist	6 person-months		

Table 2.1 Budget Plan

BUDGET ITEMSSOURCES OF FUNDING

	<u>Implementing Institution</u>	<u>Local Govt Authority</u>	<u>Central Govt</u>	<u>Industry Business</u>	<u>NGO</u>	<u>International Aid Agency</u>
A) Capital Costs						
1. Physical Facilities (offices classrooms, specialist rooms) etc		X				
2. Reprographic Equipment				X		
3. Vehicles and spares					X	
B) Recurrent Costs (Short-term)						
1. Fuel for carrying out preliminary activities and curriculum design			X	X		X
2. Meeting on preliminary activities and design	X				X	
3. Stationery for preliminary activities and design		X		X		X
4. Study-visits and attachments				X		X
5. Consultancy services				X	X	X
C. Recurrent Costs (Long-term)						
1. Teaching staff salaries		X	X			
2. Monitoring of implementation	X	X	X			
3. Stationery for implementation	X	X	X			

In its most complicated form, it is usual to talk of a budget plan, which aggregates items under categories such as Capital/Recurrent and Short-term/Long-term. Such a plan would also give clear indications of sources of funding for the various budget items. A comprehensive budget plan therefore aggregates items under distinct categories and/or allocates responsibility for funding amongst the various agencies concerned as shown in Table 2.1.

Box 2.6 Chapter Highlights

- 1 Proper planning is essential for the design of a meaningful and pragmatic ESDP.
 - 2 A comprehensive knowledge-base should be developed as part of the preliminary activities leading to curriculum design.
 - 3 Strategies and techniques for developing a knowledge-base needs to be developed in terms of
 - a multi-level understanding of ESDPs
 - needs profile of target groups
 - an understanding of the institutional, local and national context in which ESDP is being planned.
 - 4 A design team comprising a small core of people reflecting various key related areas has to be put together.
 - 5 A satisfactory design plan should include a summary list of short-term and long-term activities.
 - 6 Budget preparation includes costing of material resources, costing of expertise and staff service, time-related activities stated in stable currency units if necessary.
-

DETERMINING TARGET GROUPS AND PROGRAMME GOALS

For any country interested in promoting entrepreneurship and self-employment some target groups are more important than others and certain programme goals are more crucial than others. For example in a country where high dropout rates in schools lead to wastage, it may be important to train such dropouts or potential dropouts so that they are productively employed. In another country with abundant technical skills the graduates of technical and vocational schools may become an important target group.

This section presents details of different target groups, characteristics of some of these groups, guidelines for determining priority target groups, the possible programme goals, guidelines for determining the goals and finally some mechanisms for reaching the target groups.

3.1. Target Groups

ESDPs can be organized for a variety of target groups starting from primary school children to illiterate adults and retired civil servants. The objectives, nature and content of the programme, its structure and operationalization depend upon the target group. Hence the first step to be undertaken before the ESDP is launched is to determine the target group for whom it is being organized.

The following is a sample of the target groups which are not a purely age-based structure but combine to some extent educational/employment status. It is rare to find ESDPs for purely age-based groups. However, age range is an important criterion in defining these groups.

(a) Age

- School children 12-18 years
- College youth 18-23 years
- Employed or unemployed graduates around 25 years
- Employed adults above 25 years
- Mid-career adults around 40 years
- Pre-retirement or post-retirement persons

(b) Education background

- Illiterate adults
- Out-of-school children/youth
- School drop-outs
- Those who have completed schooling
- Graduates
- Post-graduates

(c) Employment status

- Employed
- Self-employed
- Unemployed
- Retrenched

(d) Type of background

- Rural artisans
- Urban slum dwellers
- Urban unemployed youth
- Rural unemployed youth
- Special categories from scheduled groups
- Government officers
- Retired persons

(e) Economic status

- High income group
- Middle income group
- Low income group

(f) Occupational background

- Service
- Agriculture
- Trade & Business
- Industry employment

Separate ESDPs could be tailored for each of the target group or there could be a combination of these categories. ESDPs could be organized exclusively for women and other special groups who do not have access to educational/employment facilities ordinarily, due to their caste/community/socio-economic and cultural background.

From a survey of ESDPs the following appear to be the most common target groups covered in the Commonwealth countries that had contributed the case studies for this exercise (see ANNEX 3).

- (a) Secondary school students normally of age range 15-18 years during 11th or 12th year of their education.

ESDPs are imparted as a part of the curriculum to enable them to be self-employed after completing schooling. The Secondary Schools Community Extension Project (SSCEP) of Papua New Guinea is a good example of ESDPs that integrate into school curricula for this target group.

The SSCEP was born out of a concern to meet the growing unemployment of school leavers and the failure of non-school programmes to develop self-employment and entrepreneurship. It was conceived as a programme that would impart some practical and business skills (in addition to the academic curriculum) and emphasize positive attitudes to rural development, self-employment and entrepreneurship.

The project involved changing the curricula of grades 9 and 10. Core subjects such as English, Mathematics, Science and Social Science were revised to give applied and vocational orientation. Core projects like Boat Building, Trade Store Management, Coffee Cultivation etc. were introduced for skill development. The students were also required to live in a village-like environment where they were required to take more responsibility for their own affairs. They were also expected to undertake entrepreneurial activities in their own villages.

Young Achievement Australia (YAA) initiated in 1977 to promote understanding and appreciation for business in young people is another example of ESDPs designed for secondary school students. Year 11 students from various schools participate in this programme which is conducted on a part-time basis for 2 hours a week and for 28 weeks. A sponsor company provides basic facilities for the team to meet. During this period the team plans a project, raises capital by selling shares, evolves an organization, produces, sells, distributes profit and finally dissolves the venture. This provides excellent business experience for youth.

- (b) Non-technical graduates and post-secondary youth, normally of age range 20-30 years, unemployed or employed and intending to be self-employed.

A number of countries all over the world are making efforts to develop self-employment among youth. For example the Ministry of Youth and Sport in Malaysia has been running a variety of programmes for youth since 1970. Besides ESD training the Ministry has several youth training centres all over the country to give skilled training to youth in trade. These centres conduct schemes such as Youth Farmers Programmes, Youth in Business Programme, Youth Cooperatives Programme and Petty Traders Programme. It is estimated that a total of 900 programmes were run between 1981 and 1985.

The National Youth Cooperative Society started by the National Youth Services Council of Sri Lanka is another good example of promoting entrepreneurship among youth on a large scale. This Society recruited nearly 95,224 youth as members between 1981 and 1985 and provided funding for 1150 self-employment projects. Due to heavy demand for assistance from youth the Society had to decentralize and establish district level societies in the country. Both in the Malaysian and Sri Lankan programmes full-time field staff are employed to identify, train and assist youth for self-employment. Special programmes are being offered in Sri Lanka for young women. The Youth Cooperatives Training Centres offer skill development programmes such as batik printing, garment making, cookery, horticulture and handicrafts.

The Greenfield Valley Young Enterprise Centre (North Wales, Britain) provides another example of ESDPs for youth. For the 15 week programmes run by the Centre, only youth in the age group between 16 and 25 years are admitted. There is a growing emphasis on training youth for self-employment in Britain.

- (c) Technical graduates/Diploma holders, engineers and technicians having gone through or going through an engineering college, polytechnic or other form of technical or vocational education

To capture these target groups some countries offer ESDPs as a part of their technical and vocational training. For example, in Malawi, the

Malawi Entrepreneurs Development Institute (MEDI) was created in response to a need for generating self-employment for rural, urban and peri-urban communities. The Vocational Training Institute set up earlier was founded to produce underemployed or unemployed graduates. MEDI was started to inculcate an entrepreneurial spirit among these graduates so that they could be self-employed. MEDI aims at the following three categories of candidates to develop entrepreneurial skills:

- (i) Those who have sufficient technical skills needed to start their own business/expand their business (3-4 week off-campus ESDPs are offered for them).
- (ii) Those who have adequate technical skills but need managerial skills including book keeping, marketing, pricing, costing, etc. (4-6 months courses are offered).
- (iii) Those who have neither technical nor managerial skills but want to be self-employed (10 months courses are offered).

The ESDPs run by The Gambia Technical Training Institute (GTII) for their students is another example of integrating ESD into existing technical training programmes for technical students. There is a self-employment component built into the general studies curriculum of GTII students. Weekly instruction of two hours is provided. In the first year the business management topics appropriate to either paid employment or self-employment in the private sector are taught. In the second year topics appropriate to the planning and creation of business are taught. Field trips and attachments are undertaken at appropriate points of time.

- (d) Non-technical undergraduate students normally of age range 18-25, studying in undergraduate colleges/institutions in education, arts, fine arts, commerce, science, etc., disciplines that do not normally prepare them for any particular profession.

A good example in this category is the training of primary school teachers in Sierra Leone. The project on Training of Primary School

Teachers for Rural Areas was started in Bunumbu Teachers College, Sierra Leone started in the year 1974. This programme was started with a view to: (a) develop a new primary curriculum with a rural bias, (b) expand the functions of teacher training colleges to provide training and education extension services to rural areas, and (c) develop a country-wide network of community education centres for young people and adults in rural areas.

As a part of this programme a three year training programme is provided for teacher trainees. The training includes skill development in rural crafts, agriculture, home economics and other such areas. The trained teachers in turn are expected to conduct skill development courses for adults, illiterate youth, primary school drop-outs and secondary school drop-outs. Thus this project has a multi-level target population ranging from teachers to school drop-outs and illiterates.

The programme has been working satisfactorily. Although self-employment among teachers was not the original intent of the project, the programme has resulted in many teachers setting up their own businesses.

These target groups were determined on the basis of educational needs of the country by the Ministry of Education. In a white paper on educational policy the Government recommended that priority should be given to primary school education in an effort to improve the quality of rural life. The Government also sought to expand and diversify its agricultural output by strengthening the contributions which the primary school system can make to rural development. The 1973 Bunumbu project on 'Training Primary School Teachers for Rural Areas' was an outcome of this concern and the target groups were determined directly in response to this concern.

(e) Illiterate youth/adults/women/rural/urban

Some may be already employed as labourers and/or doing other unskilled/semi-skilled work but wanting to improve their economic status. Combined with this category are the school-drop-outs undergoing non-formal education. The Sierra Leone experience is an indicator of this.

(f) Employed, unemployed and self-employed women

Emphasis on developing entrepreneurial skills among women seems to be on the increase. In countries such as India and Sri Lanka special programmes are being organized to develop women entrepreneurs. Also as a part of the need to enhance the status of women for development, many countries are paying more attention to women entrepreneurs and their training requirements.

g) Multi-level target groups

Wherever ESDPs are run by commercial organizations or financial institutions or development agencies it seems to be a common practice to aim at multi-level target groups. This is because the motivation, market survey, project plans, management and enterprise building inputs to be given in ESDPs normally do not vary from group to group. The same staff can aim at training any target group. Only the business-specific technology inputs vary.

In India most organizations conducting ESDPs offer simultaneous programmes for the following groups:

- General target groups for any one with formal education up to matriculation (10 years of schooling)
- University graduates in science and technology
- Women
- Retired/retiring defence personnel
- Scheduled Castes and Scheduled Tribes, etc.

The Canadian Council for Native Business (CCNB) offers an internship programme in starting and managing a business. The only requirement for this is that the candidate must be one of Canada's aboriginal people. This is open to those already self-employed and wanting to improve their skills as well as to those who want to be self-employed. Interns are placed in existing businesses or in community service organizations

which agree to provide training in return for a 50% wage subsidy. Each trainee has a mentor appointed by the accepting organization. The participants of these programmes are of an age range from less than 24 years to more than 40 with a majority in 24-40 age group. Their education level also ranges from basic literacy to the post-secondary level.

A large number of the ESDPs in Malaysia are aimed at creating self-employment and entrepreneurship among Bumiputeras (native/indigenous). Today it is estimated that at least 13 ministries and more than 30 government and private/commercial agencies are involved with promotion and development of entrepreneurship. These include educational institutions, various development institutes, banks and other financial institutions. The institutions provide a variety of services such as financial assistance and advisory services, training, infrastructural and other facilities, and technical assistance.

The target groups covered and the nature of assistance offered vary from agency to agency. For example, MARA (The Council of Trust for the Indigenous People) which is a government body established in 1966 to promote, stimulate, facilitate and undertake economic and social development of the country has a very comprehensive programme. MARA's main objective is to encourage, guide, train and assist Bumiputeras to participate actively in small and medium scale commercial and industrial enterprises towards the creation of a strong and viable Bumiputera business community. MARA's activities cover a wide variety of target groups. Under the education programme:

- Young school-going Bumiputera children are groomed for a vocation in science
- Youth are prepared for employment in firms
- Skilled and semi-skilled labour force are prepared in rural areas
- Financial assistance is provided for qualified students to pursue higher studies

Under the entrepreneurship programmes:

- Project development assistance is provided by way of identifying and creating new business ventures
- Youth are prepared for employment in firms
- Counselling services are provided for those in difficulties
- Business premises are provided for those interested in starting their own business

In addition to these schemes various other agencies in Malaysia have ESDPs for:

- Existing entrepreneurs
- Potential entrepreneurs
- Ex-servicemen and civil servants
- Extension officers

3.2 Importance of Determining Target Groups

The ESDP has to aim at developing skills, taking into consideration the characteristics of each target group. Hence activities leading to the determination of target groups are essential. For example the nature of inputs given to rural women entrepreneurs is likely to be different than that for urban technical college students. Similarly the structure of the programme for the employed will be different from programmes for those that are unemployed.

3.3 Choice of Target Groups

Choice of target groups is influenced mostly by the development policies of each country. In fact most institutions engaged in ESDPs may not have too much of a choice with respect to their target group as the programme administrators normally decide the target group first and link resource availability etc. to these. However, the following considerations could be kept in mind for the selection of target groups:

(a) Developmental priorities of the country or region where the institution is located

- Countries where there is unemployment among technician groups may focus on developing entrepreneurial skills among the technician groups.
- Countries where literacy is low and school drop-out rates are high ESDPs may be organized for the drop-outs or likely drop-outs.
- Countries where the local people or certain groups, communities need to be developed may focus on these special groups. Thus national and regional priorities decide the target groups.

(b) Nature of the institution/agency involved in ESDP

Every institution has its own set of goals. The target group for ESDP will depend upon the goals of the institution. For instance, a management school preparing Master's Level Programmes in Business Administration will find it easier to run an ESDP for management graduates.

- An engineering college or a polytechnic may find it appropriate and convenient to conduct ESDPs for engineering/technical students.
- Similarly a high school will be able to conduct ESDPs for school pupils.
- An adult education centre or a voluntary agency involved in community development may run ESDPs for adults and other community people.

(c) The need and the likely responsiveness of the candidates to be enrolled

- If there are large groups of unemployed people interested in getting self-employed they may form a target group. School dropouts interested in continuing education may form another target group.

(d) Availability of competences and resources required to run the ESDPs

- The institution should aim at offering ESDPs only to those groups for whom its staff members have competences to teach and the institution has resources to offer.

Thus, determining the target group for Entrepreneurship Skill Development depends on many practical considerations. In addition the following guidelines may be used for deciding target groups for launching a programme.

3.4 Additional Considerations for Choice of Target Groups

3.4.1 Primary and Secondary Schools

For a primary or secondary school the most important target group is its own students. They could be prepared for self-employment by including positive attitudes towards self-employment and entrepreneurship. This could be done by introducing subjects that deal with business management, stories of self-employed people, the occupations that students are likely to engage in, home economics, agriculture etc.

Another important target group for schools comprise drop-outs. Special programmes could be run in the school for drop-outs to help them to become productively employed. The schools can also extend this facility to the community where it is located by conducting adult education classes. For undertaking such activities it is advisable for the school to train its own teachers in entrepreneurial skills so that they are in turn able to train the community and students as in the Bunumbu case from Sierra Leone.

3.4.2 Guidelines for Technical and Vocational Schools

Technical and vocational schools have the advantage of having staff members who can provide technical skill development. The possession of technical skills is an essential starting point for self-employment. As in the case of the general education schools, the students of the technical schools can be the most important target group for ESDPs. They need to be given business management and enterprise building competences through specialized curricula. The alumni of these schools can be another important target group for developing self-employment orientations. The schools can also participate in training out-of-school youth and adults in technical skills and supplement it with self-employment skills. In addition they can assist large industries in training lower level staff for self-employment. The teachers of these institutions comprise another important target group for ESDPs.

3.4.3 General Guidelines for All Institutions

- (a) Determine the scope of the ESDP to be launched. Is the ESDP limited only to creating positive attitudes to self-employment and inducing the entrepreneurial spirit or does it cover skill development? Most schools may be contented with awareness creation and inducing motivation. This is an important objective and the resources of some institutions may not permit them to do anything beyond this. If the ESDP's scope is to prepare students (drop-outs and potential drop-outs) for productive work, more intense curricular changes may be involved. The institution should have the flexibility to change the curriculum or introduce supplementary courses.

If the ESDP's scope is broadened to include technical skill training and enterprise building skills then the institution should have resources (financial and human) to support a separate cell/unit on ESDPs. If the ESDPs aim at still larger goals then the institution should have link-ups with financial institutions and other agencies concerned with promoting self-employment. The larger the scope the larger the variety in the target groups that could be covered.

- (b) The scope of an ESDP is determined by the goals of the organization, national policies, nature of the organization, its resource position, etc. If resources are scarce it may be wiser to limit the scope to entrepreneurial awareness creation among existing students.
- (c) If local support is available the scope can be enlarged to cover those who are not a part of the institution. Local support is defined in terms of the readiness of local industrialists, leaders and general public to support ESD activities by giving placement facilities, training opportunities for candidates, faculty resources, financial assistance to candidates, etc. In this way, the attitudes of local people and their involvement may determine the target population.

- (d) Another important guideline is the extent of facilities made available by national development agencies for developing special groups eg., women, native people, backward communities, youth, etc. Such programmes offer incentives and resources for those interested in conducting ESDPs. The institution can launch programmes for such special groups initially and extend them to others over a period of time.

3.5 Characteristics of Target Groups

Each target group is likely to have some characteristics which are different from others. The characteristics of the target group may differ from country to country, from region to region within the same country, and from time to time within the same region. For example women in one community may be more enterprising, outgoing, aggressive and initiative-taking than in another community. Similarly school drop-outs in one region may be more enterprising than their counterparts in other regions. For designing any ESDP it is essential to identify the characteristics of the target group as they will have a significant bearing on the design of the programme. For example if risk-aversion is a characteristic of a particular group, the programme may have to give substantial inputs on developing risk-taking behaviour. Or if a particular group knows nothing about government rules and regulations prior to setting up a small scale enterprise, the programme inputs may have to be designed for that purpose. Hence it is important to identify the characteristics of the target groups, dealing broadly with the following areas:

- (a) Personality and other psychological characteristics required for entrepreneurship (e.g. need for achievement, perseverance, initiative, risk-taking, creativity, etc.)
- (b) Technical capabilities (ability to provide a service or make a product available, familiarity with the relevant technology, machinery, processing, etc.)
- (c) Managerial capabilities (abilities to plan, organize, coordinate, monitor, evaluate, financial management skills, marketing skills, communication abilities, etc.)

- (d) Enterprise building skills (environmental awareness, familiarity with government systems and procedures, negotiation skills, etc.)

Information about the characteristics of target groups can be collected from the following sources:

- Special studies/research conducted to identify these qualities
- Available literature on the target groups from the studies conducted by social scientists
- Workshops conducted specially for this purpose involving those who have been interacting with these groups in the past (e.g. teachers, voluntary agencies, community development agents, social workers, etc.)
- Experiences from previous training programmes

There is no limit to the collection of information about the characteristics of groups. The information should be constantly updated on the basis of each programme conducted. For an educational institution newly launching a programme the check-list of questions given in Box 3.1 may be useful. Answers to these questions may provide insights into the nature of inputs required to be provided in the ESDP and add to information collected on the feasibility of ESDPs. Responses may help not only to decide on one target group instead of another but may also suggest the nature of the programme to be offered, including suggestions about resources required.

3.6 Programme Goals

An ESDP can have several goals ranging from mere awareness creation among candidates to the making of entrepreneurs, the following being some possible programme goals:

- (a) To create positive attitudes among candidates towards self-employment and entrepreneurship.
- (b) To provide curricular experiences that enhance productive employment opportunities for the candidate.
- (c) To provide the technical and managerial skills required for self-employment.

Box 3.1 List of Questions for Finalization of Target Groups

CHECKLIST OF QUESTIONS FOR TARGET GROUPS

1. Are they interested in self-employment on their own or because they have no other alternative? (The success of ESDP is likely to be high with self-motivated groups and lower for unemployed groups who are taking this up as a last resort.)
2. To what extent do they have entrepreneurial qualities such as Initiative, Creativity, Perseverance, Need for Independence, a desire to do something unique, different, excellent, etc., and Risk-taking? What activities need to be included in the programme to develop these qualities?
3. What technical skills do they have? Which of these skills are useful for self-employment? How? (If they have no skills, more investment is required to develop these.)
4. How familiar are they with business settings and/or self-employment? (If familiarity is low they may need to be exposed. If they come from business families less effort is required in the ESDP to expose them to business settings.)
5. What is their financial status? How easy or difficult is it for them to raise their own resources? How much support would they require and how much can they invest on their own? (Those who have resources and can invest have higher chances of becoming entrepreneurs.)
6. Are their other characteristics that may facilitate/hinder their development as entrepreneurs e.g., migrating tendency, history of self-employment?

Answers to these questions may help the institution to decide in favour of one group to another. It may also suggest the nature of ESDPs to be offered and suggest the resource requirements.

- (d) To enable the candidates to acquire the skills necessary for self-employment and entrepreneurship and help them to set up their own business activities or enterprises.

3.7 Determining Programme Goals

Content of ESDPs flows from the programme goals. Like the target groups, the programme goals are to be determined on the basis of the following:

- The main objectives and programmes of the institution/agency
- The resources available to the agency
- The relationship of the agency to financial and other self-employment agencies
- The status of the agency in that region
- The importance of the programme goals for the institution/country
- Capability of the institution to mobilize resources

Before finalizing the programme goals and designing the programme the institution should do some homework to ensure that other agencies present in the region provide support services required by the candidates. This could be done through:

- Workshops and seminars
- Joint task-forces to work out details
- Advisory committees with representation from other institutions
- Joint-design of programme goals
- Involvement of the respective parent ministries of the government

The detailed programme goals also need to be worked out through such exercises.

3.8 Reaching Target Groups and Creating Receptivity

After deciding on target groups, programme goals and programme design, an important activity to be undertaken is to reach the target groups and mobilize them to take part in ESDPs. Entrepreneurial skills are developed better in candidates who enrol for the programme on a voluntary basis. The ESDPs designed for school/college students are generally easier to sell due to their institutional base. The following sources could be used for this purpose:

- Announcements through teachers/lecturers
- Public lectures by alumni who have become entrepreneurs
- Notice-boards/announcements/school circulars
- Debates among students, elocution contests
- Career counselling services and vocational counselling bureaus
- School/college magazines/newsletters etc
- Parent-Teacher Associations

However, if the target audience has no institutional base and is from the public at large the following methods could be used:

- Seminars/workshops/campaigns
- Radio and TV programmes, newspapers
- Opinion leaders
- Students to influence their parents
- Pamphlets and other publicity material for wide distribution linking with other agencies, e.g. health and welfare services, rural development boards, etc.

It may be interesting for institutional teams to use the following checklist when deciding on target groups and programme goals.

Box 3.2 Checklist for Target Groups and Programme Goals Identification

Decide on your Target Groups and Programme Goals

Given below is a check list of target groups and programme goals possible for a TVET institution. You may like to choose the target groups and programme goals appropriate for you by assessing their national importance, institutional importance and feasibility against each. Against each target group/programme goal give your assessment by checking in the appropriate space:

National Policies

1. How important is this target group/programme goal in the context of national policies or priorities?
Very important/somewhat important/unimportant

Institutional Priority

2. How much is this target group/programme goal important for your institutional objectives?
Very important/somewhat important/unimportant

Feasibility

3. How feasible is it for you to run ESDPs aimed at this target group/programme goal, considering the resources (educational facilities, staff, flexibility in curricula, physical facilities, local agencies supporting you, financial position, interest and competence of staff, proximity of industry, community involvement, etc.)
Very feasible/somewhat feasible/difficult

Resource Mobilization

4. How easy is it for your institution to mobilize new resource for this target group/programme goal? (Human, financial, curricula, staff, visiting faculty, attachments, etc).
Very easy/somewhat easy/difficult

Using the four criteria give your assessment on the two following sections (Box 3.3 and Box 3.4). You may discuss this with your colleagues and jointly decide on the target groups and programme goals.

Box 3.3 Target Group Identification Exercise

Target Group	Your Assessment			
	National Priority	Institutional importance	Feasibility	Resource Mobilization
1. Current students (Separate assessment can be made for different streams, age group, seniority etc)	_____	_____	_____	_____
2. Alumni				
2.1 Already employed	_____	_____	_____	_____
2.2 Unemployed	_____	_____	_____	_____
2.3 Self-employed	_____	_____	_____	_____
2.4 Dropouts	_____	_____	_____	_____
3. Others in the community where TVET is located				
3.1 Adults/illiterate	_____	_____	_____	_____
3.2 Adults/skilled	_____	_____	_____	_____
3.3 Women	_____	_____	_____	_____
3.4 Civil Servants	_____	_____	_____	_____
3.5 Backward communities	_____	_____	_____	_____
3.6 Teachers	_____	_____	_____	_____
3.7 Unemployed youth	_____	_____	_____	_____
4. Others (specific groups)	_____	_____	_____	_____

Box 3.4 Programme Goal Identification Exercise

Programme Goal	Your Assessment			
	National Priority	Institutional important	Feasibility	Resource Mobili- zation
1. Creating awareness and motivation for self-employment	_____	_____	_____	_____
2. Modifying existing curricula for increasing employment opportunities	_____	_____	_____	_____
3. Introducing new courses for self-employment and entrepreneurship	_____	_____	_____	_____
4. Providing in-service Programmes to enhance managerial and business skills for self-employed	_____	_____	_____	_____
5. Develop comprehensive package of skills required to set up own business (organizing a full scale ESDP)	_____	_____	_____	_____

3.9 Selecting Candidates for ESDP from Target Groups

At times a TVET institution may be faced with the situation of having a large number of candidates from the target group wanting to go through the ESDP and the institution not having adequate resources to include all of them. Under such circumstances it may be necessary for the institution to select a few candidates from among the large number intending to go through the ESDP. For this purpose the institution should develop a selection strategy as well as a selection process.

A task-force or 'Selection Team' could be formed to develop selection criteria and selection tests if necessary. The selection strategy may involve identifying candidates who fall within the target groups aimed at and with whom the programme objectives can be achieved.

Some times a difficult choice may have to be made between candidates who already possess entrepreneurial qualities and aptitude to some degree versus those who do not have such skills and need them the most. In early stages of introducing ESDP it is useful to start with high potential candidates so that the institution can have some successful experiences. It may then eventually move to cater to other groups with less potential.

A variety of selection methods are used by financial institutions and other entrepreneurship development institutions in countries like India. These methods are used primarily with youth and adults with higher education levels of entry point. With modifications some of these methods could be used by other countries and for other target groups. However it is more advisable to develop one's own criteria and methods of selection. Staff with competences in psychological and educational testing will be able to devise tests and other methods. Some of the methods that could be used for this purpose are:

- (a) Interviews by selection committees to assess the candidates' interest in and/or commitment to entrepreneurship, awareness of the programme goals, entrepreneurial aptitude and qualities like those mentioned in (a) above.
- (b) Background indicators such as the family background, financial background, occupational patterns of parents and other family members, entrepreneurial qualities of the caste/community/ethnic group to which the candidate belongs etc.

- (c) Tests to measure competence in one's own technical field to be constructed by specialists. Alternately specialists may be included in interview teams to assess the technical competence of candidates.
- (d) Psychological tests to measure entrepreneurial qualities such as achievement motivation, self-confidence, perseverance, level of aspiration, risk-taking orientation, activity level, initiative, creativity etc.
- (e) Simulation tests, games, skill testing exercises, management games etc may also be used. They are difficult to develop but once developed they are likely to be of immense value.

Box 3.5 Chapter Highlights

- 1 Designing an ESDP should start with identification of target groups and programme goals.
 - 2 Target groups could be viewed in terms of variables like age, sex, educational background, social background, occupational background, economic status etc.
 - 3 Besides determining target groups it is important to find out their characteristics in terms of psychological characteristics and technical, managerial and enterprise building competencies to design the programme accordingly.
 - 4 ESDPs may aim at a variety of goals starting from mere awareness creation to helping them set up and run their own business.
 - 5 The programme goals and target groups should be finalized on the basis of national and institutional priorities, resource availability, local support available and such other considerations.
 - 6 Once the target groups and programme goals are determined, the institution may need to make efforts to communicate and motivate the candidates to join and make use of the ESDP. In cases where many are interested in joining the ESDP the institution may also need to screen candidates and select only a few, using tests and other methods.
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Chapter 4

STRUCTURE AND SEQUENCE OF PROGRAMME CONTENT

This chapter is concerned with alternative criteria and mechanisms for structuring and sequencing the content of an ESDP. Guidelines are offered on what these alternatives are, when they can be regarded as appropriate, and how they can be applied to ensure the development of a relevant, efficient and effective programme.

4.1 Subject-based Structure

Structure is a key determinant of the way in which programme content is arranged and presented. It therefore has a strong influence on the way in which learners perceive a programme and on the impact of such a programme on learners. There are two important and related dimensions of structure which programme developers need to deal with at a fairly early stage. Firstly, there is the dimension which has to do with the basis on which the cells/elements ('building blocks') of a programme's content are constituted. This may be on the basis of established disciplines or subjects and their traditional topics. This type of structure could be described as **subject-based** or **topic-based**. A programme constituted on such a basis would typically be presented in terms of number of hours to be allocated to each subject and the content would comprise selections of the topics to be covered within each subject.

For instance the BMEP operated by MITC in Swaziland uses the following subject-based structure for its curriculum:

<u>Subject</u>	<u>No. of hours in Programme</u>
Costing/Pricing	20 hours
Book-keeping & Record keeping	20 hours
Accounts/Balance sheets	70 hours
Marketing	70 hours
Entrepreneurship	70 hours
Legal aspects/business formalities	20 hours
Other financial aspects	<u>30 hours</u>
Total	<u>300 hours</u>

This type of structure offers us the advantage of being able to draw on traditional topics within fairly well-established disciplines. This in turn means that there will be proven approaches and teaching methods as well as a wealth of teaching/learning resources and assessment techniques which could be utilized in programme implementation.

On the other hand a subject-based structure has the disadvantage of being artificially fragmented and far removed from the complex and wholistic nature of a real small-scale enterprise. This makes it difficult for students to apply what they have learnt in a direct and meaningful way to real-life business situations. To improve upon this type of situation a subject-based structure can be used in conjunction with a teaching approach which includes projects, case studies and simulation exercises as shown in the illustration below. In this way students have the opportunity to apply what they have learnt to life-like situations, with appropriate guidance being provided as part of the teaching/learning process. BMEP provides a good example of this, since trainees actually run a business on the premises, with guidance provided by the staff.

<u>Subject</u>	<u>Topic</u>	<u>Suggested approach</u>
Accounting	Balance Sheet: Statement of income and expenditure	Simulation: prepare balance sheets for hypothetical business enterprise On-going activity: trainees take turns to prepare balance sheet for institutional co- operative bookshop.

A disadvantage of a subject-based structure is that it presents us with difficulties in deciding how many subjects (and which ones) should be included in an ESDP. This is particularly marked in situations where an ESDP is simply part of a wider course or a complement to other programmes. In such situations there is the danger of restricting the programme to covering only a few subjects, or else of attempting to cover a few topics each from a wider range of subjects. Either way, the risk is that students might end up with a sprinkling of subjects/topics which will amount to poor preparation for entrepreneurship.

4.2 Theme-based Structure

An alternative way of structuring the curriculum is to use **themes** as the building blocks. In this case we try to outline areas of interest for the programme, under broad categories which are known as themes.

For instance the YAA programme in Australia uses the following theme-based structure:

<u>Major Phases</u>	<u>Themes</u>
Planning & Training	Why go into business
Trading	Product or Service
Voluntary Liquidation	Legal Aspects
	Financial Operation
	Budget
	Productivity
	Banking
	Marketing
	Capital Requirements
	Production
	Board Meetings

Essentially themes represent a focal point through which elements of knowledge and skills from different disciplines are brought to bear on an issue or area of concern to ESD. A theme can also be regarded as some sort of umbrella within which different elements of knowledge and skills are integrated in an interactive manner.

This type of theme-based structure has the advantage of allowing us to focus directly on the actual needs and areas of concern. Themes which are well chosen clearly demonstrate the programme's relevance and applicability to real-life enterprises. In terms of disadvantages, it is not easy to lay hands on appropriate teaching-learning materials, and therefore a great amount of resourcefulness is required to implement a theme-based curriculum.

4.3 Module-based Structure

A third way of structuring the curriculum is to use **modules** and units as the basis of construction. In one sense a module is very similar to a theme in that it subsumes diverse elements of knowledge and skills in an integrated manner. Importantly, however, modules are designed to be fairly self-contained, so that learners can be asked to take certain modules, rather than others, depending on their needs. This is particularly useful where the

target group is not very homogenous in terms of educational background. In such situations some students may be exempted from certain modules on the basis of their previous education and training. For instance students who have already gone through a TVET course may be exempted from modules aimed at developing technical competence. In this way appropriate modules can be recommended for different categories of learners, so that they spend their time efficiently and get what they need most from the ESDP curriculum.

e.g

(A) ENTERPRISE BUILDING MODULES (EBM)

Module 1 - Introduction to Enterprise Building (All Learners)

Module 2 - Establishing an Enterprise] Learners who have
 - Planning permission, Licensing,] successfully established
 - Accounting system, Marketing, etc] their own enterprise, and are
 experienced in this area, may
 be exempted

(B) ACHIEVEMENT MOTIVATION MODULES (AMM)

Module 1 - Introduction to Achievement Motivation (All Learners)

Module 2 - Risk Taking (All Learners)

By way of a concrete example, NPC in Malaysia operates an ESDP for Civil Servants, which is structured according to the following modules:

Module I	-	Achievement Motivation
Module II	-	Business Administration
Module III	-	Marketing Management
Module IV	-	Selling and Sales Techniques
Module V	-	Accounting
Module VI	-	Financial Management
Module VII	-	Staff Management
Module VIII	-	Budgeting and Project Paper
Module IX	-	Preparation of Working Paper

Similarly the Bendel State ESDP in Nigeria uses a module-based structure as follows:-

<u>MODULE</u>	<u>TIME ALLOCATED</u>
Achievement Motivation	40 hours
Management Principles	40 hours
Preparation of Business Plan	40 hours

4.4 Overview of Structure

In practice it is possible to have other forms of structuring, some of which combine elements from the above alternatives. Indeed most of the case studies do not conform to the pure types of structure outlined here. The essential point to note about this dimension of structure however is that it determines the 'building blocks' of the curriculum and therefore influences the way in which the curriculum is presented and perceived. Box 4.1 summarizes the three structural organizations discussed in this chapter for the consideration of programme developers who may decide to combine specific features in various ways. It is important to ensure that the type of structure adopted is relevant and practicable for the learners and teachers.

Box 4.1 Alternatives for Structuring the Curriculum

1. **Subject-based:** Uses established disciplines and their traditional topics as the building blocks of the curriculum. Easy to implement using available teaching/learning materials. Difficult to link with real world of small-scale enterprises. Could present problems of selection and choice.
 2. **Theme-based:** Uses broad areas of concern (themes) as building blocks. Themes provide a focal point to concentrate attention on concrete ESD requirements. They also act as an umbrella within which different elements of knowledge and skills can be integrated for promoting ESD. Standard teaching/learning materials usually difficult to obtain.
 3. **Module-based:** Self-contained 'packages' of knowledge and skills (module) pertaining to some aspect of ESD are used as building blocks. Offers advantages of flexibility where target group has a fairly diverse background.
-

4.5 Programme Sequence

The way in which 'building blocks' are linked within the curriculum is generally referred to as sequencing the curriculum. It may be possible to use a linear sequence in which learners start with 'easy' topics and move on logically to more difficult topics. In this regard a subject-based curriculum has something of a natural sequence since established subjects tend to have a hierarchy or logical flow of topics from the simple to the complex. Thus a

number of topics may be selected as content to be covered in the first week/term/semester of an ESDP. A new set of topics (moving along the subject hierarchy) related to them has to be selected for the second week/term/semester of the programme: and so on until a full selection of relevant topics from the subject hierarchy has been covered.

In the case of a theme-based structure one possibility is that the sub-themes selected as content could be sequenced in a spiral manner. This means that sub-themes selected for the first week/term/year are repeated in the second week/semester/term/year, and again in the next term/year, and so on. Each time round, a sub-theme is dealt with in greater depth and complexity, and when a sub-theme has been exhausted, it is dropped from the set that is being carried forward. In some cases also it might not be appropriate to deal with certain sub-themes in the early stages of the programme. These sub-themes are therefore introduced at a later stage. Generally then there is a cyclic repetition of sub-themes which are treated in greater depth and complexity as we move from one cycle to the next; hence a spiral sequence. Box 4.2 demonstrates the different patterns of structure.

For a module-based structure sequencing is likely to be specific to each category of learners, depending on which modules they have been exempted from. In general however modules should be sequenced according to their 'internal' logical links. For instance in the case of Enterprise Building Modules, internal logic demands that there should be a natural progression such as:

Module EBM 1	Introduction to Enterprise Building
EBM 2	Establishing an Enterprise
EBM 3	Enterprise Management
EBM 4	Growth, Expansion and Revitalization

In addition to this sequencing by internal logic, some modules form a natural complement to others and therefore need to be handled at the same time. Thus sequencing might indicate that in the same week/term/semester Module EBM 2 (Establishing an Enterprise) is offered, learners should also be required to take complementary Modules such as

- (i) Frustration and Stress Management (Module BDM 7)
 - Behaviour Development Module No 7
- (ii) Resource Mobilization (Module MSM 4)
 - Managerial Skills Module No 4

4.6 Deciding on Structure

The main advantage of a linear sequence is that it ensures adherence to the internal logic and hierarchy of an established discipline. Purists tend to argue that in this way learners are fully initiated into a discipline, rather than simply being taught about that discipline or being given a jumbled selection from the discipline. They have a point. However, since most established disciplines have an unlimited stretch (from primary to tertiary) we are essentially preparing learners for the next logical stretch of the subject, ultimately culminating in 'full initiation'. The question is how far trainees can use what they have learnt in their attempt to become successful in self-employment. As has been suggested already, the imaginative use of projects, simulation exercises, case-studies, etc. can help to make a subject-based linear-sequenced curriculum relevant and effective in the development of entrepreneurial skills.

As regards a spiral sequence inherent in the theme-based structure, there is the advantage of a wholistic picture being presented to learners right from the start and being deepened as they progress further. This means that even a one-term programme can provide a complete picture to help promote self-employment. To continue the metaphor, if an ESDP is regarded as an enabling picture which promotes self-employment then a theme-based spiral-sequenced curriculum can be used to create a wide range of pictures. Such pictures can range from the simple, slightly-blurred, black and white picture required by small-scale business in rural areas to a full-blown, three dimensional, technicolour picture that may be required for a fair-sized business in a large urban metropolis. Despite these sorts of advantages, it should be emphasized that a theme-based spiral-sequential curriculum requires considerable creativity in its design and substantial resourcefulness for its implementation.

The key question that needs to be answered then is whether ESDPs should be regarded as a package of established subjects and traditional topics, or a package of custom-made themes and highly focused sub-themes, or a conglomeration of self-contained modules. The brief discussion in this chapter indicates that an ESDP could be any of these things, depending on our particular context, the kind of expertise available to us, and the view of a programme with which we are comfortable. There are advantages and disadvantages for each type of structure and sequence. What is important to note is that once we decide on adopting a particular type of structure and sequence, we then have a format for packaging curriculum content.

Box 4.2**Sequencing Curriculum Content****A. Subject-based structure**

Subject	FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
1. Book-keeping	Topics 1, 2, 3, 4, 5	Topics 6, 7, 8, 9	Topics 10, 11, 12, 13, 14
2. Business Methods	Topics 1, 2, 3	Topics 5, 6, 7	Topics 8, 9, 10

B. Theme-based structure

Theme	FIRST TERM	SECOND TERM	THIRD TERM
1. Starting a small business	Sub-themes 1,2 3, 4, 5, 6, 7, 8, 9, 10	Sub-themes 2, 3, 4, 5, 6, 7, 7, 9, 10, 11	Sub-themes 2, 3, 4, 5, 7, 8, 9, 10, 13
2. Using a bank	Sub-themes 1, 2, 3, 4, 5	Sub-themes 1, 2, 4, 5	Sub-themes 1, 2, 4, 5, 6

C. Module-Based Structure

Module	FIRST WEEK	SECOND WEEK	THIRD WEEK
1. Enterprise Building (EBM)	EBM 1 EBM 2	EBM 3	EBM 4 EBM 5
2. Management Skills Dev. (MSM)	MSM 1 MSM 4	MSM 2 MSM 3	MSM 5
3. Behaviour Dev (BDM)	BDM 1 BDM 7	BDM 4 BDM 6	BDM 2 BDM 3 BDM 5

Finally, certain trends and recent developments in programme content need to be highlighted. Because of sustained interest in the general field of entrepreneurship, there has been a steady trend towards developing standard content for such programmes. It might be premature to describe entrepreneurship as an established discipline, but there is now in existence a range of knowledge and skills designed exclusively for promoting entrepreneurship. Although this range tends to be packaged in modules, it is not imperative that an ESDP curriculum should be structured in terms of modules. The usefulness of this evolving range of entrepreneurial skills is that it offers us a rich reservoir from which a comprehensive selection of content can be made for an ESDP.

Box 4.3 Chapter Highlights

- 1 Critical decisions have to be made at an early stage, on how the building blocks (content) of an ESDP will be shaped (structured) and linked to each other (sequenced).
 - 2 Guidelines and examples related to subject-based structure, theme-based structure and module-based structure provide alternative ways in which curricular content can be presented. Specific features of the three approaches may be combined in various ways.
 - 3 Strategies and techniques of programme sequencing discussed include the linear sequence within the hierarchy of topics in a subject-based approach; the spiral sequence of sub-themes in a theme-based structure; and the packaging of content in a module structure.
 - 4 In making decisions on programme structure, the design team is encouraged to consider the advantages and disadvantages of alternative options, and issues related to the packaging of content, taking into consideration current trends in ESDPs.
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SECTION B

LOOKING AHEAD TO IMPLEMENTATION

Chapter 5

PROGRAMME CONTENT

This chapter attempts to familiarize the reader with the possible content for an ESDP, giving him some guidelines for determining the programme content. By going through the chapter the reader should be able to answer the following questions:

What are the likely curricular and other learning experiences provided for in an ESDP?

What are the objectives of each of these inputs?

What is the broad coverage attempted in each case?

5.1 Range of ESDPs

The programme content and inputs vary with the nature of the ESDP offered. A survey of the ESDPs in Commonwealth countries reveals that their content varies in objectives from productive employment generation to the comprehensive development of entrepreneurial behaviour and skills.

In some of the programmes the candidates are prepared to be not only self-employed but also to be 'entrepreneurs'. All self-employed persons need not be considered as entrepreneurs. An entrepreneur is one who is constantly exhibiting enterprising behaviours such as restlessness in order to accomplish something, desire to do better and better, innovativeness, independence, risk taking, searching for new opportunities and providing employment opportunities for others. An entrepreneur strives constantly to make things happen. Comprehensive full-scale ESDPs aim at stimulating and identifying persons with entrepreneurial potential and at developing their skills through a series of learning experiences so that they become 'employment creators' rather than 'employment seekers' and contributors to economic development in their own small ways.

Every institution cannot offer such comprehensive ESDPs. Some programmes attempt to train or develop the candidate to be productively employed or self-employed. This is done largely by providing skill training in those

skills where employment opportunities exist. For example, training in crafts, embroidery, bicycle repairs, etc. to enable a person to be self-employed or get employment. Specialized skill training courses offered by technical and vocational schools, changing school curricula to increase their relevance to local needs, training school drop-outs to be productively employed or equipping them with occupational skills, etc. fall under this category.

Educational institutions largely start with employment generation programmes and slowly move on to self-employment generation. For economic development both are equally important. A TVET institution may aim at ESDPs for employment generation as well as for entrepreneurship.

5.2 Programme Content for ESDPs

The programme content of ESDPs may aim at the following specific objectives:

- (a) To create awareness about entrepreneurship and its value
- (b) To arouse or generate the motivation and orientations required to be an entrepreneur
- (c) To help the candidate identify the line of business, products and/or service he would like to undertake for self-employment purposes
- (d) To help the candidate prepare a detailed project plan after conducting the necessary market survey and collecting other information
- (e) To provide the necessary technical and managerial skills required for business development and/or self-employment
- (f) To develop enterprise building skills that facilitate the establishment of a business through exposure to the realities of the business world
- (g) To develop and strengthen entrepreneurial qualities
- (h) To help identify and mobilize resources required for self-employment or entrepreneurial activities
- (i) To help the stabilized entrepreneurs to grow further and expand their entrepreneurial activities
- (j) To help those who have not been able to succeed to revitalize and turn around.

These objectives are parts of programme goals outlined in the previous chapter. ESDPs may attempt to achieve only some of these objectives as achieving all these simultaneously require comprehensive and multiple input based programmes.

In order to achieve these objectives the following kinds of learning experiences may be provided:

- i) Formal and informal classroom training
- ii) On-the-job training
- iii) Training in simulated settings
- iv) Apprenticeship
- v) Field work/project work
- vi) Information guidance

ESDP programme inputs may be classified according to the following learning components. These components are based on different requirements for developing entrepreneurial skills and are currently recognized as providing the core content of ESDPs:

- (a) Entrepreneurial Orientation and Motivation
- (b) Exploration: Choice Generation and Product Selection
- (c) Firming up: Project Planning and Preparation
- (d) Market Survey
- (e) Managerial Skills Development
- (f) Entrepreneurial Behaviour Development
- (g) Resource Generation and Mobilization
- (h) Enterprise Building Skills
- (i) Frustration Management and Stabilization
- (j) Growth, Expansion, Revitalization

TVET institutions may use only some of these components depending on the nature of ESDPs on offer. These components are explained in detail below.

5.2.1 Entrepreneurial Orientation and Motivation

The first step in any ESDP is entrepreneurial awareness generation. In most developing countries people prefer employment to self-employment. Employment limits self expression as tasks are fairly defined and freedom for doing innovative work is limited. Many people consider it prestigious to be employed rather than being self-employed. Most of them are not aware of their own talents and entrepreneurial potential. Hence the first important step in

an ESDP is to motivate people to think in terms of self-employment and entrepreneurship. Objectives for the programme will include:

Objectives

- to help target groups become aware of self-employment opportunities
- to help them appreciate that entrepreneurship is a positive form of self-expression and economic development
- to help them become aware of the facilities that are available for those interested in self-employment
- to give them a taste of what it means to be an entrepreneur or self-employed person
- to develop in them positive attitudes towards becoming an entrepreneur or self-employed person
- to develop in them positive attitudes to entrepreneurship and a desire to acquire more relevant skills.

Designing and implementing the content in this component is relatively easier in educational institutions as compared to open communities. In educational institutions the following approaches could be used.

- literature giving success stories of entrepreneurs as a part of an ongoing course or as a separate activity
- talks by successful entrepreneurs
- debates and contests in house magazines, etc.
- short courses on entrepreneurship and entrepreneurial awareness as a part of vocational guidance and counselling services or as an independent activity
- radio, TV and Video programmes
- field visits to small scale enterprises and talks by entrepreneurs there
- entrepreneurial awareness creation camps
- achievement motivation training programmes
- entrepreneurship enrolment drives, exhibitions and campaigns

These activities may go on all year round or could be concentrated during a particular period. Separate courses could be conducted to help people become aware of entrepreneurship. It is useful to get financial institutions and development agencies involved in this programme.

5.2.2 Exploration: Choice Generation and Product Selection

After being exposed to the awareness generation component in general terms, trainees need to start thinking about entrepreneurship in more specific terms. The objectives of this component would include the following:

- to help the trainee seek and acquire more information about entrepreneurial opportunities, business opportunities, self-employment opportunities, financial assistance available, development schemes, training opportunities etc.
- to help him formulate a preliminary set of ideas on the nature of business/self-employment that suits him.
- to gather minimum information required to generate a first list of products/services he would like to get involved in.
- to become fully familiar with resources and resource constraints in the external environment.

The inputs in this component can be provided in the following formats:

- a project paper or a course
- field trips
- series of inputs from various agents/agencies involved in supporting entrepreneurship

Non-formal situations such as camps/group discussions, etc. should play a key part at this stage of the programme. By the end of this component each trainee should have a set of ideas and would have strengthened his plans. It is in this module that a high degree of interaction should be created between the trainee and other agents of ESDP.

5.2.3 Project Planning

This section aims at helping trainees to further firm up their plan and to prepare a detailed project plan. There is a definite end-product expected from this module - a project report containing detailed information about the business product, investment required, production plans, resource mobilization plans, and other relevant details. More specifically its objectives are:

- to assist trainees to finalize the nature of the enterprise they wish to be in, the product they would like to make or the services they would like to offer in very specific terms.

- to assist them in examining the financial, technical and marketing viability of their ideas/products/services.
- to help them prepare an implementable plan of action and a project planning document.

The nature of inputs for this purpose will include the following

- theoretical inputs needed for project planning
- technical/financial/marketing inputs (in the form of class sessions or industrial visits, etc)
- literature (magazines, project reports, journals, etc.) relating to the project

The plan preparation period may extend over a few months as the trainee will have to collect a great deal of information to determine various aspects of his project including location, specification of products and services, technology, market, sources of finance, scale of production, employees, structure and salaries, etc. Both classroom and field work are likely to be involved.

5.2.4 Market Survey

Quite a few enterprises with sound ideas and products fail due to marketing failures. Before launching of the product or starting the enterprise/service the prospective entrepreneur should have prepared a secured market. The market survey component therefore should aim at the following:

- to assist the trainee to assess the marketability or market viability of his product and/or services. This is to be assessed in terms of identifying the likely buyers/users, the price they can afford, likely changes in the price structure, competitors, aspects liked by the customers, packaging, etc.
- to assist him in fine tuning the project report after a market survey.
- to help him to identify the buyers of his product and if necessary/possible get commitments.
- To equip him with techniques of marketing survey research and other methods of gathering market information.

The component may include the following inputs:

- classroom sessions to understand techniques of conducting market surveys and market research
- field surveys intended to carry out market research
- analysis of records, books and other literature and the experience of competitors

5.2.5 Managerial Skills Development

The nature of managerial skills required depends on the nature of the business, magnitude, etc. The inputs required have the following aims:

- to equip the trainee with managerial knowledge and skills required to effectively manage his enterprise.
- to equip the trainee with the ability to anticipate problems, and with decision-making and delegation skills.
- to prepare him for managing his enterprise.

The trainee needs to be acquainted with a range of information and skills relating to the following areas:

- . Business Strategy and Business Planning
- . Financial Management
- . Managerial Accounting and Control
- . Marketing Management
- . Materials Management
- . Production and Technology Management
- . Personnel Management
- . Tax Management
- . Designing the Organization, etc.

A small scale entrepreneur may need only a limited number of inputs listed here whereas some one in big business may require these inputs over a long duration.

5.2.6 Entrepreneurial Behaviour Development

Entrepreneurial behaviour may be characterized by risk-taking (calculated on somewhat high risks), a constant attempt to achieve better than before, a concern for excellence, attempts to accomplish new goals and do things

different than what most others do, creativity, perseverance, hard work, faith in one's own abilities, initiative and independence. Entrepreneurs create new opportunities for themselves and for others. They make things happen rather than wait for things to happen.

Few people are socialized within their families and communities to develop entrepreneurial qualities. It has been found from research that parents who value independence for their children, set challenging goals for them, treat them with positive feelings and expectations, give feedback constantly about the child's performance to the child, sow seeds for developing entrepreneurial qualities in their children. These qualities may be further reinforced by providing similar experiences in the school and in the community. Some feel that the genetic temperamental dispositions also play a role.

Research done by behavioural scientists in the last few decades indicates that entrepreneurial characteristics and behaviour can be developed in people through training. These are specialized programmes available in most countries to promote the development of entrepreneurial qualities.

Achievement Motivation Training popularly known as AMT formulated by David Maclelland of Harvard University is one such frequently used programme to develop entrepreneurial characteristics. Creativity development programmes, assertiveness programmes, personal growth laboratories etc are some examples. Wherever specialized programmes or skills are not available simpler methods can be used to develop entrepreneurial behaviours such as the following:

- Narration of success stories of self-employed entrepreneurs and enterprising individuals in that culture
- Autobiographies, biographies or case studies on entrepreneurs as reading materials
- Lectures and personal experience sharing lessons by entrepreneurs
- Analysis of cases of failures and drawing lessons from them
- Interviews with entrepreneurs
- Exercises on interpersonal relations and group dynamics

It is useful however to provide specialized entrepreneurial behaviour development programmes that use experiential learning methods and human process laboratories. In these laboratories situations are created by trainers to enable the trainees to learn about themselves and their personality using each other and the trainer as resources. They also experiment with new behaviour and experience the impact of these behaviours.

Trainers at TVET institutions are encouraged to acquire competencies by seeking appropriate training.

5.2.7 Resource Mobilization

This component should aim at equipping the trainee with resource mobilization competences - particularly the financial, technological, human and material resources. In many countries facilities are being offered to entrepreneurs in the form of subsidies, low interest loans, etc. Through this component the candidate should be helped to:

- learn in detail about various schemes that are available for assisting him
- to explore alternative sources of finance, technology, materials and others
- to be able to mobilize all the resources he needs

Activities planned for this component may involve field visits to institutions, lecture sessions by those involved in development and identifying literature relating to the field of trainees' interests. It is important to remember that individual attention and guidance are required at every stage of the programme and the practical aspects of this component are especially significant.

5.2.8 Enterprise Building Skills

Evaluation of entrepreneurship and self-employment generation programmes in India indicates that a large number of trainees do not set up their enterprises even after a good deal of training and investment in developing their entrepreneurial capabilities. A deeper examination indicates that a large percentage (in some states it is estimated to be as high as 70% to 80%) of those who set up new enterprises run into problems at the initial stages and most of them never recover. This low entry rate and high failure rate can be partly attributed to the poor enterprise building skills of the candidates and the lack of attention given by the development agents to developing enterprise building skills among candidates. The enterprise building stage starts from the time a project idea is conceived until the time the first product is out or the candidate starts getting returns. This is a very critical stage in the life of an entrepreneur and may generally range over a period of six months to two years.

The following is a list of the activities that may be required for enterprise building:

- . Planning the project
- . Survey of the market
- . Establishment of market links
- . Location and construction of the field site
- . Obtaining water and electricity connections
- . Procurement of licenses
- . Recruitment of people
- . Obtaining machines and raw materials
- . Getting finances
- . Insurance for building and business
- . Maintaining records and other books, etc.

These activities require the following skills or abilities:

- (a) Ability to plan the enterprise including generation of alternatives in relation to the business, product, technology, machines, people, location, market, finances etc; evaluating these alternatives; and making choices.
- (b) Information generation and utilization including the ability to explore the environment; awareness of sources of information on the product, technology, market, finances etc.; ability to generate such information and keep oneself posted with new developments.
- (c) Aggressiveness and dynamism including the ability to forcefully put forth one's own point of view, ability to convince the other person and get things done.
- (d) Knowledge of the various processes and procedures involved in setting up one's own business and generating economic activities.
- (e) Perseverance and persistence not to lose heart in the event of frustrations and failures; and determination to achieve goals.

The most crucial stage of enterprise building is from the stage of finalization of the project till the time of starting of actual production or sales or services. The trainee needs to deal with the following kinds of agencies during this period: banks, licensing authorities, insurance agencies, water works departments, electricity department, local Government, public health and hygiene office, development authorities, transport authorities, land department, housing boards, town planning commissions, industries department, etc.

To facilitate the enterprise building process a number of educational materials may be developed. A sample of such materials developed for Malaysian entrepreneurs is given in ANNEX 1, which illustrates the procedures required to be completed by all entrepreneurs for securing water connection and a licence for machinery. These are only brief sketches. While preparing such materials for training purposes it is useful to reproduce actual forms locally used. In addition to the preparation of such materials arrangement of contact sessions with officers of the different departments, lectures by them, etc. may help potential entrepreneurs get first hand information during the training period. If it is feasible the trainees could be taken to the office sites and presentations could be given by the officers concerned.

While information can be supplied easily through directories, self-learning material, lectures and field visits, skills for dealing with agencies cannot be easily imparted. This is because many skills are based on personality traits such as perseverance, aggressiveness, assertiveness, dynamism, etc. The institution should as far as possible help the trainees or potential candidates understand the need for developing such qualities. Case studies of entrepreneurs who have been able to go through the various processes and overcome difficulties successfully may be used during the training process. Contacts with such entrepreneurs and sharing of their experiences can help trainees by mentally preparing them to face difficulties and learning about the attitudes they may adopt while dealing with various situations. However, care should be taken that extreme cases which may scare trainees off are not presented.

In addition to cases, some simulation exercises may be used to help the individual understand his own ability to persist and assert himself. Role play is useful in developing these qualities. In designing such role play situations, some typical problem situations may be presented such as refusal of a bank loan, inability to procure an electricity connection, etc.

While classroom training helps the trainees to acquire many enterprise building skills, they may need continuous guidance even after training. Rural entrepreneurs generally take more time to acquire confidence as may the illiterate. Further, institutions should provide continuous follow-up by being in touch with the trainee and providing support as needed.

5.2.9 Frustration and Stress Management

From the time the trainee starts setting up the enterprise till the time he stabilizes himself it will be a trying period in most cases. Periodically they may need assistance to keep their morale high and to help them to manage problems and frustration. Creativity and problem-solving workshops, stress management workshops, counselling sessions, etc., will be of help. Well-designed programmes are available on creativity and problem solving techniques, on stress management, on frustration management, etc. These programmes need to be given outside the training/education programme as by that time the entrepreneur would have left the institution. The ESDP organization may consider taking the responsibility of running such programmes or link up with government, non-governmental agencies and the private sector in order to decrease entrepreneurial mortality rates.

Creativity and creative problem-solving workshops may aim at developing the creative thinking abilities of the individual. These include generation of ideas when faced with problem situations, thinking of various alternative ways of solving a problem, seeing new relationships, new uses, new opportunities, etc. The inputs given in such workshops may include:

- exercises to develop fluency of ideas
- exercises to develop flexible thinking
- exercises to develop original thinking
- exercises to invent new objects, new products and new opportunities
- exercises to improve the existing products by design improvements, miniatures etc
- problem solving exercises
- puzzles and brain teasers that enhance divergent thinking
- information on lives of creative scientists, entrepreneurs, inventors and institution-builders

The stress management workshops may aim at helping the individual to identify the sources of his stress, understand the consequences, and design methods of coping with stress as well as turning it to his advantage. The inputs in such workshops may include information on:

- stress prone personality
- positive and negative consequences of stress
- methods of coping with stress including meditation, yoga, exercises, relaxation, changed lifestyle, time management, habit regulation etc
- stress audit etc.

5.2.10 Growth, Expansion and Revitalization

This component can aim at two types of entrepreneurs: (a) those who are successful and stabilized but interested in business expansion and growth; and (b) those who have not been able to manage themselves and need revitalization/turn around experience.

- (a) ESDPs can aim at training those who are already successful to build on their success and plan for growth, expansion and diversification. These programmes can be in the form of workshops focusing on Strategy Formulation, Project Planning, Project Management, etc. including possibly the following inputs:

- . Success stories of entrepreneurs who build up big businesses
- . Stories of institution builders
- . Management inputs by management experts on Business Policy, Strategy Formulation, Corporate Planning, etc.
- . Sharing of experiences by those who made it big
- . Inputs on Project Planning, Management of Diversification, etc.
- . Managing excellence

- (b) This section is intended for those who need revitalization. If sickness is due to financial policies of the Government, or due to reasons beyond the control of entrepreneurs, training is not likely to help. Only those who are not able to manage their enterprises due to lack of leadership, technical and managerial skills can be assisted through training. Special workshops and programmes may be organized with the following types of inputs:

- . Turn-around stories and lessons from turn-around management
- . Sessions on Industrial Sickness and managing the same
- . Leadership training focusing on achievement motivation, internal locus of control, risk-taking, assertiveness, negotiation skills, institution building, etc.
- . Technical inputs
- . Financial management especially for sick industries and small business

It is difficult to lay any definite rules about the duration of these inputs. It is left for each agency to plan the inputs on the basis of the nature of individuals they need to serve.

5.3 Guidelines for Selecting Programme Content

A description of important components that constitute a comprehensive ESDP has been presented in this chapter. A TVET institution or any other agency interested in offering an ESDP may use these as the basic repertoire from which to draw the programme inputs, using components in different combinations. Given in Box 5.1 are some suggestions for using different components for the consideration of TVET institutions.

The objectives of the programme, the resources available outside the institution, the nature of programmes offered by the institution, etc. influence the selection of inputs. Every institution should finally decide for itself the nature of inputs they can provide. ANNEX 2 provides three illustrative case studies of programme content used in three different countries: India, Malaysia and Papua New Guinea. The programmes run in India and Malaysia are good examples of integrated ESDPs.

These programmes use a number of components described in this section. The Secondary School Curriculum Extension Project of Papua New Guinea is a good example of a productive employment training programme offered by non-technical educational institutions.

Box 5.1 Suggestions for Content Components

CONTENT		WHEN TO USE THIS COMPONENT
1 Entrepreneurial orientation and motivation	* * *	For motivating students to become self-employed In the beginning of launching an ESDP and as a first step. For creating awareness among staff and community
2 Exploration	* *	For those already interested in self-employment After sufficient awareness and motivation are generated
3 Project Planning	* *	After selecting a group of trainees who are serious about self employment Before financial assistance is sought
4 Market Survey	* * *	As a part of project planning At the initial stages of project ideas for students For firming up project proposals
5 Managerial Skills Development	* * *	Just before starting the enterprise and after project plans are firmed up Alternatively immediately on starting of the project In the form of in-service training for those already in business
6 Behaviour Development	*	At any stage of developing entrepreneurship the earlier the better
7 Resource Mobilization	*	After project planning
8 Enterprise Building skills	*	During the time of enterprise building or project implementation
9 Frustration and Stress Management	* *	In the first year of self-employment Whenever frustration/stress is experienced
10 Growth, Expansion and Revitalization	* * *	After the enterprise is established For those not doing well as entrepreneurs For those intending to expand and grow

Box 5.2 Chapter Highlights

- 1 Comprehensive ESDPs may use a wide variety of inputs that contribute to the development of entrepreneurs.
 - 2 The components of the ESDP may aim at awareness creation, motivation development, business identification, project planning and market survey, technical, managerial and enterprising skill development, developing entrepreneurial characteristics, resource mobilization, stress and frustration management, and expansion or revitalization of business.
 - 3 Specific programme inputs need to be offered to achieve each of these objectives.
 - 4 TVET institutions faced with resource constraints and other limitations may choose to include only some components in their ESDPs.
 - 5 Wherever a comprehensive ESDP cannot be offered it is useful for the institution to ensure linkages with other institutions and agencies that can take care of the gaps.
 - 6 The suggestions given in Box 5.1 may be used in choosing the programme content.
-

PROGRAMME IMPLEMENTATION

This section attempts to present different ways in which an ESDP can be planned and executed, looking at possible macro-level and institutional strategies for introducing ESDPs.

6.1 Planning the Implementation Strategy

Having determined programme content and inputs we turn to programme implementation. It is the programme content that primarily sets the framework for implementation strategies, other variables being the resources available within the institution. The following are the strategic implementation dimensions that need to be considered.

- * Location of the programme (e.g. inside the institution or outside, what role the institution plays, the community's role, how to structure it, etc.)
- * Resource requirements (human, financial, attachments, workshops, community, etc.)
- * Role of the institution
- * Role of other agencies and mechanisms for building links, control, etc

On the basis of programme content selected, the following questions need to be answered:

1. How many staff members are required and with what backgrounds (full time as well as part-time)?
2. What support do the staff require? What role are they expected to play? What resources do they require in order to play these roles? e.g. if staff are required to spend a lot of time in the field what support would they require? If they have to provide continuous counselling or if they have to have links with local entrepreneurs, etc. what support would they require?
3. How many candidates are intended to be taken in each group? What is the duration of the programme and consequently what are the manpower requirements?

4. What are the support facilities required to run each programme? Which of these are available in the institution? What new facilities need to be created?
5. What is the financial base required? What is available within the institutions? What more funds are required? For what purpose?
6. What are the staff competences available within the institution? What more are required? Where are they available? At what cost? How to mobilise them? How to develop them?
7. What linkages are required with the outside world (e.g. with large industry, small business, entrepreneurs, other financial institutions, government departments, with other educational institutions, etc.)?

6.2 Models of ESDP Implementation

At the institutional level the following implementation models may be considered. These are based primarily on the criterion of the extent to which the agency plays a major role in planning and implementing ESDPs.

- | | | |
|-----------|---|--|
| Model 1 | - | The institution runs the ESDP all by itself |
| Model II | - | The institution runs it jointly with other agencies equally interested in self-employment generation |
| Model III | - | Outside agency plans and conducts the ESDP and the institution participates in it |

Examples of all the three types are available in Commonwealth countries. Who should run it is mostly decided by resource constraints, education and economic development policies of the country. If the institution runs the ESDP, an internal committee or task force can be used to facilitate implementation. If an ESDP is run jointly, joint committees may be used and if an outside agency runs it, other administrative mechanisms need to be thought of. All the three models are illustrated below with examples.

6.2.1 Model 1 Task Forces and Internal Committees

Where the institution plays a major role in planning and implementing an ESDP,

it may be useful for the institution to constitute a 'task force' or an 'implementation work force' and charge them with the responsibility of working out a detailed plan of the implementation of the programme.

This task force should consist of the following:

- (a) The head of the institution that is intending to run the ESDP
- (b) A few staff members involved in designing the curriculum and determining the programme content
- (c) Representatives of institutions in that area/town whose resources are needed and who have interest in the ESDPs (e.g. financial institutions, Government Departments, Technical Institutions, Chamber of Commerce, etc.)
- (d) A few local entrepreneurs, including small business and large industrialists who are likely to support self-employment and small scale entrepreneurship

This group should meet several times to prepare an implementation plan. The first few meetings may be required to understand the curriculum and programme content. The next few meetings may be required to make a list of resource requirements with the last few meetings devoted to preparation of resource mobilization strategies. The Bunumbu Teachers College of Sierra Leone has used the 'Development Committee' as an in-house mechanism to implement the programme. Through this committee they were able to mobilize community involvement, as the following details show.

The Sierra Leone Experience

In the Bunumbu Teachers College the ESDP inputs are integrated into the 3 year teacher education curriculum through a specialization curriculum. Subjects like Agriculture, Practical Arts, Home Economics, etc. are taught. In agriculture, students are given individual portions of land and are encouraged to cultivate and market the products. In practical arts they are encouraged to make articles for sale and tools which they use during and after graduation. In the village workshop students make machetes, pots, axes, hoes, etc. which are sold to the general public.

As a part of the implementation strategy the college also offers out-reach programmes. These are conducted by college staff in selected villages around the college and are used to train the trainers.

A Development Committee is set up in the college and comprises all heads of departments and other units. This committee draws up training programmes for students, community members and staff from other training colleges. This committee has set up an 'agriculture production unit' where the trainees come to acquire not only production skills but also management and marketing skills of enterprise in action. Experts from various fields are invited as resource persons and workshops and seminars are held.

At the beginning of the project several strategies were used for implementation. Initially a tour of the catchment area was conducted to educate the people on the nature of the project and their expected role. Contact with external agencies brought additional inputs which facilitated the construction of looms for weaving, construction of village workshops, etc. Local craftsmen were used as resource persons and the presence of local authorities boosted the morale and motivation of staff and students. The village workshop attached to the school serves both the school and community in technical and vocational training thus bringing the school and community closer to each other.

6.2.2 Model II Multi-Agency Committees

Sometimes the ESDP is a shared programme between an institution and other agencies. National level agencies, financial institutions, business development agencies, etc. may come forward to work with the institution. It is useful for the institution to identify such agencies who are likely to provide expert advice and guidance. The Gambia Technical Training Institute's experience using joint committees is a good example in this direction.

Joint Committees as Mechanisms: GTTI Case

To facilitate implementation of the ESDP run by the Gambia Technical Training Institute, a co-ordinating Committee was formed, made up of GTTI, Indigenous Business Advisory Services (IBAS) and the Directorate of National Vocational Training Programme (which recently merged with GTTI). The Committee's functions include:

- . to advise GTTI on all matters of training for self-employment
- . to select students for the second phase of the ESDP
- . to monitor training activities and offer specialist help
- . to select and arrange for guest speakers
- . to arrange field trips and market surveys
- . to conduct overall evaluation of pilot programmes and formulate proposals for follow-up
- . to stimulate research on new products, appropriate technology and other aspects of small enterprise development and promotion.

IBAS has been playing a very important role in terms of coordinating various sources and providing facilitators and other resources such as training manuals, assistance in processing loans, follow-up and consultancy services.

6.2.3 Model III ESDPs run by Outside Agencies in the School System

Outside agencies such as Chambers of Commerce, banks and financial institutions, Economic Affairs Departments, Indigenous Business Development Agencies, Voluntary Agencies, Employment Development Agencies, etc. may run ESDPs in institutions. This link may take the form of special projects, attachments, courses and financial assistance. A receptive institution may use this as an opportunity to facilitate the development of entrepreneurial skills in their students and the Young Achievement Australia programme is a good example of such outside involvement.

Young Achievement Australia

Young Achievement Australia (YAA) is a good example of the promotion of entrepreneurship in the school system by outside agencies. The YAA is incorporated as a non-profit organization under the auspices of the American Chamber of Commerce. It is operated by a Board of Trustees who represent Australian and multi-national companies. Committees have been established at the state level, in conjunction with a professional and administrative staff consisting of a National Executive Director and a team of co-ordinators located around the country.

Local companies and firms provide a bulk of support to YAA through provision of physical and human resources. Financial resources take the

form of sponsorship fee, corporate donations and awards. Other agencies like the National Industries Extension Service also provide grants from time to time. Local business people act as 'advisers' or resource persons to students.

State and regional co-ordinators recruit companies and firms as well as business and service groups willing to act as sponsors. The co-ordinators then approach government and non-government schools in close proximity to the sponsoring group to identify year 11 students interested in participating in the programme. Thus the YAA coordinator plays an important role in bringing industry and education together.

6.3 Other Implementation Strategies

6.3.1 Separate Cells

If resources are available, it may be advisable to establish a separate unit in the institution to deal with ESDPs. A few institutions in a city or a region can get together, pool their resources and establish a unit which is located in one of the institutions. Such initiatives at institution level can be more easily facilitated if there is a National Policy on Entrepreneurship Development through the education system.

6.3.2 Pilot Projects

In most countries the ESDP initiatives are difficult to be taken up at the institutional level due to resource and curricular constraints. If the National Policy on Education encourages this and funds are available (even if they are small grants, they will be symbolic and will legitimize the initiative taken by institutions) then the programmes are likely to take root. Some times it is useful to start ESDP as a pilot project in a few institutions and later integrate it. The Secondary School Curriculum Extension Project (SSCEP) of Papua New Guinea is illustrative of this strategy.

Secondary Schools Community Extension Project (SSCEP), Papua New Guinea

The implementation strategy of SSCEP is based on the following assumption:

- The project activities should be closely related to the specific environmental contexts of each school.
- Staff working on the spot are the best in understanding these skills.
- Involvement of practicing teachers is more likely to generate staff competencies, interest and commitment necessary for effective project implementation.

Within this framework the following strategy and steps were used:

1. An 'implementation team' was constituted in the headquarters which undertook the tasks of:
 - (a) devising the four basic components (revised core subjects, core projects, outstations and community extension)
 - (b) producing written guidelines and in-service materials
 - (c) supplying the guidelines and materials to school and explaining procedures through visits
 - (d) providing support and facilitating feedback for evaluation and modification
2. 'Core project' planning groups were constituted with appropriately skilled and interested staff to plan projects.
3. Planning groups were also convened for each of the subjects to relate standard syllabuses to specific core projects selected for their schools.
4. It was suggested that 'core projects' and 'core subjects' be emphasized in school first and then move on to outstations and community extension. In reality the schools found it difficult to do all four components as the staff involved are the same. Some schools ended up focusing on one or two components only.
5. Staff positions were created at headquarters as well as in schools. Five extra staff were allocated to each of the pilot schools that participated in the project: a co-ordinator at deputy head level and four assistant teachers.

6. At the headquarters the project was directed and monitored at the highest level by a National Steering Committee comprising senior officials of the National Department of Education.
7. A further team of four SSCEP headquarters officials led and administered implementation. This team included a National co-ordinator, a curriculum specialist, an Educational Psychologist and a Measurement and Evaluation expert.
8. Difficulties were faced in recruiting the right kind of staff for this project. Recognizing the need for well-prepared staff for all leadership positions in SSCEP, a pre-implementation training programme was organized through a Diploma in Educational Studies (school-based curriculum).
9. The most significant implementation strategy involved in this project was that it started as a pilot project and later was extended and integrated into the curriculum. A curriculum extension office was established finally to disseminate SSCEP initiatives throughout the provincial school systems.

6.4 Some Administrative Guidelines

- (a) Implementing an ESDP is a full-time job. It is recommended that a full-time Director or project officer (precise designation to be chosen by the institution) be appointed from the early stages itself to plan and implement the programme. If the institution cannot get at least one such position created, it might find it much more difficult to mobilize other resources. Such positions could be created either by the Education Ministry or other agencies interested in entrepreneurship, self-employment, etc. Alternately the institution should be able to release the time of any one of its experienced staff members who has the aptitude and interest.
- (b) ESDP is a multi-agency task. It is not solely an educational activity although the core or starting point of an ESDP may be the education/training content. It is desirable to involve as many local agencies as possible but keeping to those that have interest in ESDPs, time, inclination and resourcefulness should be involved.

Explore the possible involvement of the following:

- . Local industrialists and businessmen
- . Banks and financial institutions
- . Technical Training Institutions
- . Voluntary agencies
- . Rural Development agencies
- . Local craftsmen
- . Community leaders
- . Well-known professionals such as doctors, lawyers, etc.
- . Employment development agencies
- . Agriculture Extension Workers and other development agencies
- . Faculty members of big colleges and other institutions, etc.

- (c) Special projects could be prepared and funds obtained from agencies other than the Ministry of Education as many agencies are interested in such efforts. If no such agency exists, it is the role of the Ministry of Education to mobilize other ministries.

The following ministries, departments and agencies are likely to have an interest:

- . Ministry of Youth and Culture
- . Ministry of Labour
- . Ministry of Agriculture
- . Ministry/Department of Employment
- . Ministry of Commerce, Industry and Economic Affairs/Finance
- . Department of Science and Technology
- . ILO
- . UNDP
- . UNESCO
- . World Bank
- . Commonwealth Secretariat etc.
- . Other agencies such as ADB, AIDAB, CIDA, DANIDA, SIDA, USAID

- (d) If a technical institution is unable to launch its own programme, it will do well by launching it in collaboration with any other agency in that area that is willing to take responsibility, provide the venue and educational facilities.
- (e) Piloting an ESDP before finally launching it in full scale is recommended. ESDP structure and strategies should evolve slowly. It may not be desirable to attempt implementing grand plans overnight. In the earlier stages start with one ESDP, do a good job, consolidate and then slowly expand.
- (f) Starting a new programme may create some disruption in the existing programmes. The head of the institution has a special role to play in managing this activity and building it into the existing structure. The staff should perceive it as a welcome addition and should get involved in it. The head's leadership and management skills are put to test on this.
- (g) Community involvement can go a long way in ensuring the successful launching of an ESDP. The institution should make special efforts to involve and mobilize community resources. It may be useful to hold meetings or discussions with the community and other agencies right from the beginning.

6.5 Putting Programme Content into Operation

Various mechanisms suggested earlier help the institution to plan an implementation strategy. A crucial element of programme implementation is translating the programme content into operation. This involves preparing a detailed curriculum outline for implementing each of the components. The following methodology is recommended for operationalizing the programme content. Table 6.1 gives two illustrations.

- (a) Decide structure of the programme content using guidelines presented in chapters four and five (subjects/themes/modules, etc.).
- (b) Decide objectives for each module/theme/subject and state them in terms of outcomes that can be observed and assessed.

For example one objective from the Behaviour Development component could be stated as 'To help the candidate become aware of his own ability to persist in tasks that are difficult to perform and to help him strengthen his capacity to persevere'. Another objective could be 'To help him become aware of the level of his need for achievement using Thematic Apperception Test and to help him acquire achievement language'. Or as a result of going through the Exploration component the trainee should be able to appreciate and state the use of self-employment programmes for himself and may be more determined to pursue self-employment opportunities.

- (c) After deciding the objectives of each component, determine the content (subject matter) that goes with each objective.
- (d) Determine the learning activities that can be undertaken for the objectives and content selected.

For example, for developing achievement language a suggested activity may be analysing the autobiographies of successful entrepreneurs, writing stories of entrepreneurial achievement, fantasizing or participating in a simulation exercise, and analysing thinking. For project formulation a suggested activity may be critiquing the project plans with the help of a nearby financial institution.

- (e) The next step in the implementation process is to determine the resources required for undertaking the learning activities. Resources required may include teaching aids (charts, tapes, invited speakers, etc.).
- (f) A last step in the implementation process is to state the indicators for achieving the objectives. This may be in the form of reports, changed behaviours, graduation to next stage, etc. Such an exhaustive exercise forms an important part of the implementation process and helps TVET institutions to prepare an exhaustive project plan for implementing their ESDPs.
- (g) After such a detailed exercise is done an implementation schedule could be prepared with dates and deadlines. This schedule may get revised and perfected with implementation and experience gained from repeat programmes.

Table 6.1 Putting Programme Content into Operation: Two Examples

Objective	Content	Suggested Activities	Resources	Indicator/Assessment
<u>Exploration Module</u> e.g. Trainee should be able to identify and acquire information about entrepreneurial opportunities	. Identification of major steps in information seeking . Sources of information . Criteria for selecting sources . Evaluating available opportunities and ranking them in order of importance	. Visits to interview local entrepreneurs . Analysis of newspapers, business magazines . Group discussions by trainers	. Business reports . Newspapers . Local entrepreneurs. . Govt. documents . Regional economic development surveys . Local Leaders	. Submission of a written document describing at least two opportunities . Oral defence of opportunities selected
<u>Behaviour Development Module</u> e.g to develop perseverance	. Importance of perseverance in enterprise building . Nature of perseverance . Situations that test perseverance . How to develop perseverance . Measuring perseverance	. Test on perseverance . Simulation exercise . Group discussion . Self-assessment . Recollection of past experiences	. Psychological Tests . University Association games . Feedback from teachers, parents and friends . Problem-solving exercises	. A goal statement to be made by the candidate indicating at least one activity he will undertake to improve his perseverance or alternately demonstrated behaviour of persistence while doing project report

Box 6.1 Chapter Highlights

- 1 Implementing the programme involves working out a detailed plan of action. Such a plan should contain details about the location, resource requirements, roles and responsibilities, linkages with other agencies, staff requirement, etc.
 - 2 Three implementation models are presented in this chapter. In the first model the institution itself runs the ESDP. In the second model the institution runs it jointly with other agencies. In the third model an outside agency plans and conducts the programme in which The TVET institution participates or collaborates. Other models such as taking ESD as a special project are also possible.
 - 3 Implementing ESDPs require support from a number of agencies. As a strategy it is useful to involve such agencies in the form of joint task forces, implementation committees etc.
 - 4 Experimental tryouts or running pilot projects help a great deal in having a good quality final launch.
 - 5 Operationalizing the programme content is an important task. It should be done carefully and systematically.
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Chapter 7

INSTITUTIONAL STRUCTURING AND PROGRAMME ADMINISTRATION

This section intends to provide some alternative ways in which technical and vocational institutions may be structured to accommodate ESDPs. First, different ways of integrating programmes within the existing structure are suggested and the alternative of establishing a new institution is then examined. This is followed by some guidelines for managing the ESDP programme (whether it is a part of the technical institution or is a separate institution by itself), with some details about ways of making the programme structure function effectively.

7.1 Structural Mechanisms for Technical Institutions

Once a TVET decides to undertake ESDP, there are many ways in which a technical/vocational training institution could organize its ESDPs for self-employment and entrepreneurship. These include:

- Model I Setting up a separate unit/cell/department to plan, organize, implement and monitor ESDPs for the students of that institution.
- Model II Converting the entire institution (reorganizing, redefining the goals and completely changing the institution) to promote self-employment and entrepreneurship.
- Model III Starting an autonomous centre within the institution.
- Model IV Establishing a mechanism within an institution for collaborating with an outside agency to develop self-employment skills.

There could be other forms of structuring and institutionalizing ESDPs.

7.1.1 Model I: ESDPs as Separate Units within Institutions

Of the various forms the first one listed above is most commonly used and its feasibility is high as resource requirements are marginal. The separate unit may take the form of a department or a cell or an inter-departmental staff

group. However, a major difficulty of this model is that if the institution's culture is conformistic, traditional and non-entrepreneurial, promoting entrepreneurship may become a problem. If new staff members are recruited and a new institutional culture is to be developed within the existing technical institution, there could be teething troubles. In such cases it may be useful to examine the advantages of locating the centre physically at a distance from the institution. An 'advisory board' or some similar body should be formed for the unit's effective functioning.

7.1.2 Model II: Converting Entire Institution

The second model of converting the entire institution into a self-employment promoting institution may appear a difficult proposition. The notion of changing the course of action of an institution and redefining its goals could be threatening to staff members. However, there are ways in which it could be made into a feasible and desirable proposition.

For example, technical/vocational institutions are set up to provide technical education. This mandate may not be changed. It is possible however to work towards the addition of a new mandate such as the following: 'in addition to providing technical and vocational education, the institution also has the responsibility of preparing the students for self-employment'.

Such modifications to the goals of the institution, if deemed desirable, should be changed through a participatory process involving all staff as far as possible in order to ensure staff commitment and support for the programme.

7.1.3 Model III: Autonomous Centre within Institution

The third structure is only slightly different from the first. Instead of starting a unit, an autonomous centre could be started within the institution. This should have its own structure, governing council, staff, facilities, etc.

7.1.4 Model IV: Collaborating with Outside Agencies

The fourth alternative is where an ESDP activity is organized by someone else but where the technical institution is a partner. Some staff members may be

assigned to collaborate with the other agency. A working group or a task force may be constituted for this purpose.

7.2 Pre-conditions for Successful Institutionalization

Whichever structure is adopted, the success of an ESDP depends ultimately on how well it is being run, how effective the instructional/training process is, how efficient the structure is and how effectively staff development activities are designed. For all these reasons the structure and culture of the institution assumes importance.

The institution itself should be organized in such a way that it facilitates programme development, renewal and innovation. The following may be considered as pre-conditions for institutionalizing ESDPs.

- (a) The ESDP goals should become a fundamental part of the institution's goals. If the institution has been set up only for this purpose it is all the more effective.
- (b) The institution should have sufficient funding support to run the programmes, undertake some basic/applied research and provide post-training follow-up services.
- (c) The institution should have sufficient flexibility to hire part-time staff and to associate with outside agencies, entrepreneurs, alumni etc to participate in the programmes in various ways.
- (d) The institute should be structured so that field work (consultancy, counselling, extension services, research etc.) be undertaken by the staff.
- (e) The institution should establish linkages with various agencies in the country/region supporting entrepreneurship e.g., financial institutions, industrial development agencies, vocational training institutions, schools and colleges etc.
- (f) The institution should have sufficient infrastructural facilities (library, workshops, hostels, classrooms and the like).

- (g) The organizational structure, norms, values and culture should be facilitating the work of ESDPs including encouragement of innovativeness, new initiatives, etc.

7.3 Administration

The administrative structure can be divided into two main parts: the super-structure and the infrastructure. The super-structure consists of top management - the policy-making and the direction-setting mechanisms. The infrastructure consists of the internal structuring of the institution that is intended to facilitate its smooth functioning.

7.3.1 Super-structure

Most institutions have a Governing Council or Board of Directors or its equivalent and this body performs the following functions:

- Sets broad policies and guidelines for effective functioning of the institution.
- Serves as a link between the institution and the external environment constantly giving direction to the institution and steering it towards meeting environmental needs. This body should be alive to the changing macro-level needs of the country, various developmental efforts made by the government and other agencies, gaps in their efforts, changing needs of the economy, opportunities for the institution to make an impact etc. In short, it constantly interprets the needs of the environment and helps the institution to meet them.
- Ensures the availability of resources (financial, administrative, support services from other institutions, policy support from the government etc) for effective functioning of the institution.
- Protects the institution from undesirable external influences. This is particularly essential if the institution is academic in nature so that its academic freedom and autonomy are maintained.
- Reviews the institution and its activities from time to time and helps it to renew itself.

To ensure that these functions are carried out, the constitution of the governing council should be such that its members are drawn from those agencies or individuals who hold key positions in support departments/agencies of the government such as financial institutions, industry, economic affairs, technical and vocational education and the like.

7.3.2 Institutional Structure

While it is difficult to provide definitive guidelines about what the internal structure of any particular institution should be, the following general points should be kept in mind.

- It should strive to be organic and flexible in order to allow innovation and a high degree of responsiveness to the changing needs of society.
- It should encourage training, research and field work by staff.
- The culture should encourage initiative and creativity.
- The decision-making mechanisms should be participatory so as to use the practical experiences of staff who are dealing directly with various client systems.
- It should facilitate participation and use of other resources (staff, workshops etc) already available in the institution.

7.4 Decision-making and Delegation

The most important decisions in ESDPs are likely to be curricular decisions. Some of these may be linked with resources and resource availability. While the Head of the Institution/Centre/Cell in charge of the ESDP along with the governing council/advisory board should take major responsibility for resource mobilization, some freedom should be available to staff members to make curricular changes on the basis of field experiences. It is advisable to constitute a curriculum committee consisting of all or some staff members who should periodically review the programme content and design and keep enriching the programme (see Chapter 8 for more details).

It is possible that some institutions in government, financial institutions or other development bodies may give finances for small self-employment projects. In such cases the institution has to assume the responsibility of taking financial decisions. Such an arrangement goes a long way in enriching the programme as students are likely to take it seriously. However, as educational institutions have not handled financial matters of this nature in the past, they need to give considerable thought to this. Here again the institution might want to think of a committee mechanism with representation from the financial institutions, related government agencies and staff. This committee may include members of the governing council. They could be called the 'Project Appraisal Committee' or some such name and be given sanctioning powers. Table 7.1 shows some of the decision-making mechanisms the institution can have for managing ESDPs.

In addition to these bodies, the Director or Head of the Institution/Cell, the Heads of various units, Head of support staff, etc., should have a certain amount of autonomy and authority delegated to them in order to take decisions for the day-to-day running of their sections. It is useful to prepare guidelines for these decisions. Decentralization helps build resources within the Institution. The committees should not be used for decisions on the day-to-day running of the institution. That freedom the institutional head should have. The decision-making mechanisms could be modified depending on the actual structure of the Institution as outlined in the beginning of this section.

7.5 Role of Staff

Staff play a crucial role in the running of ESDPs. ESDPs make peculiar demands on the staff which must be recognized and catered for by the institution's administration. Some of the activities they are required to undertake include the following:

- Developing teaching materials and aids
- Classroom teaching
- Field visits and field work
- Consultancy, counselling and advisory service (enriching teaching but requiring time off from teaching)
- Administration including arrangement of logistic supports, etc.

Table 7.1 Possible Decision-making Mechanisms for ESDPs

No.	Decision-making mechanism	Nature of Decisions
1.	<u>Governing Council/Advisory Board</u> Consists of Head of institution/ESDP, representatives of government departments dealing with promoting self-employment, technical education, financial institutions, staff representatives representatives of the institute's management, bodies financing the institution, industrialists, alumni, etc.	1. Defining the mission of the institution - its goals 2. Major structural changes of the institution 3. Laying down policies for institution's growth, impact 4. Mobilizing resources specially financial resources, fund allocations, approvals on major investments, budget, etc. 5. Environmental linkages 6. Protecting academic freedom, institution's autonomy, etc
2.	<u>Programme Design and Curriculum Committee</u> All staff of the ESDP cell if they are small in number otherwise representatives of different disciplines/content areas/module packages	1. Designing the programme, its content, sequence, time allocations 2. Planning, approving activities 3. Collection and dissemination of information to staff about ESDPs in the country or outside
3.	<u>Project Appraisal and Finance Committee</u> Representatives of the financial institutions supporting the self-employment activities, staff representative who is familiar with feasibility of markets, representatives of members of governing council, industrialists, co-opted members depending on the nature of project to be considered	1. Appraising the feasibility of the project conceived by the trainee 2. Deciding on how much financial support to be given and advising the agency concerned for the same 3. Counselling the candidate for improvements, changes in his project
4.	<u>Staff Council</u> consisting of all dealing with ESDPs of institution. Council is chaired by the head of the institution	1. All major curricular changes proposed by the curricular committee to be approved 2. Periodic review of the institution and its functioning 3. Structural changes of the institution and improvements in its functioning 4. Evolving norms, values and culture of the institution 5. Setting new directions for the institution for consideration by the Governing Council 6. Support systems 7. Institutional management

- Working as a member on the committees of other agencies
- Research and report writing
- Monitoring and follow-up
- Professional development

The institution should encourage each staff member to develop a balanced mix of activities so that his motivation and development are ensured.

7.6 Administrative Considerations for Smooth Functioning of ESDPs

ESDPs by nature are likely to be multi-agency programmes. Hence the institution where they are located will have much administrative and liaison work to do. An appropriate administrative infrastructure should be built into the institution for this purpose.

Sometimes when an ESDP is newly located in a technical institution, the already existing procedures and norms of that institution may have a limiting rather than a facilitating effect. Since ESDPs are not similar to other education programmes, the administrative structure, norms and procedures must be modified and new mechanisms evolved. For example, staff of TVET institutions normally may not have to make frequent field trips while ESDP staff are required to travel. The travel rules that are applicable to staff may not be applicable to ESDP members. Visiting staff/part-time staff may have to be used in large numbers which may not be an accepted practice of the Institution. Therefore new administrative structures and norms need to be evolved to suit ESDP requirements. This may create problems in the initial stages but it is important to build these new administrative systems to suit the unique needs of ESDPs.

7.7 Support Staff and their Role

Support staff play a crucial role in ESDPs and it may be necessary to recruit additional support staff and/or increase the work load, possibly changing work patterns, of existing staff. A good ESDP staff complement includes secretarial, administrative, technical staff such as those in charge of library, workshops, audio-visual aids, etc., hostel staff (for residential facilities) and so on.

It is necessary to clarify the roles of each support staff member from the early stages. Their main contribution lies in facilitating ESDP staff's work

thereby providing adequate back-up services by releasing them from routine administrative work. For example, an efficient administrative officer and secretary can handle arrangements for the smooth running of the programme and a librarian can help staff members to update and enrich themselves by collecting and distributing relevant information and documentation.

7.8 Facilities

The following is a check-list of facilities required for ESDPs. Their nature and magnitude will be determined by the nature and magnitude of the programme.

- (a) Library The library is a very important resource for ESDP trainees and should meet special requirements which include the following:
- . Information about all financial institutions, their addresses, brochures, schemes for promoting self-employment, annual reports etc.
 - . Information about all developmental projects, rebates, concessions and facilities announced by the government from time to time.
 - . Information on periodic market surveys, industry surveys, need surveys, demand surveys etc - conducted by newspapers, government private agencies, industrial development units etc. from time to time.
 - . Journals that deal with new technology, products, etc. that are likely to be of use to candidates.
 - . All bulletins and booklets explaining procedures for obtaining licences, tax concessions, water and electricity connections, etc.
 - . Need surveys and other surveys conducted by the Institution and others.
 - . Planning documents of the government
 - . Stories of successful entrepreneurs and literature on entrepreneurs, films on entrepreneurs and other literature on entrepreneurs.
 - . Annual reports of as many industries as possible.
 - . Samples of application forms used by various agencies with which the candidate may have to deal with.
 - . Project reports completed by all candidates in the past.
- (b) Buildings This is important only to the extent that some minimum facilities are required. Buildings for classrooms, library, hostels, workshop, administration and staff. Since these are standard requirements for any training/educational institutions not much needs to be said.

- (c) Workshops and Labs These are required to the extent the institution emphasizes technical education/vocational training. Provision should be made in addition to the usual labs for students to learn to manufacture some prototypes of the products they would like to make. It is not possible to ensure that the workshops will cater to the needs of all possible candidates but the Institution can acquire some of the most commonly used machines and equip the workshop. In most cases such workshops may already be existing and only some marginal supplementary equipment needs to be purchased. Institutions can also arrange with other local institutions and organizations (including industry) where such facilities are available.
- (d) Transport A major transport requirement is for field trips made by staff and students as well as for visiting staff.
- (e) Audio-Visual Aids The Institution should have the usual facilities such as a film projector, video and TV, overhead projectors, and photocopying machines for assisting candidates. There should be a good film library. Talks by entrepreneurs, government department heads, financial institution representatives can be videotaped and a library maintained for students to use. This also saves the institution from having to invite outside speakers frequently.
- (f) Simulated Work Experience Facilities. The institution may create simulated work settings like a store, a canteen, a shop-floor setting for shopfloor experience and other business activities as considered appropriate. These could be organized with help of local industries/business firms.

7.9 Staffing

Staff requirements for ESDPs flow from the curriculum content. They may be grouped in the following three categories:

- Staff to deal with entrepreneurial behaviour and motivation, i.e. staff members who can develop the entrepreneurial spirit, and stimulate personality development and motivation in the trainees.
- Staff who can develop managerial skills and competencies.
- Staff who can help in enterprise building including project planning, market surveys and implementation.

Table 7.2: Staff Requirements

Position	Role	Qualifications Desirable
1. Behavioural Sciences	1. Providing achievement motivation, entrepreneurial motivation and creativity training 2. Identifying other qualities required for entrepreneurship and designing appropriate training 3. Counselling trainees 4. Participation in project appraisals	Degree in Behavioural Sciences with training to conduct creativity, entrepreneurial motivation, achievement motivation, etc. workshops (Non-behavioural scientists can be trained to do this with a 3-4 month training course)
2. Management	1. Designing curricula, conducting sessions, preparing materials for managerial inputs 2. Co-ordinating and ensuring that all managerial inputs are provided through use of guest trainers, speakers, etc. 3. Assistance in market research 4. Helping the candidate to prepare project plans 5. Counselling	A degree in management (Business Administration) or training in Business Management sufficient to be a trainer, familiarity with small industries, small-scale enterprises
3. Enterprise Building Skills	To assist the candidate from project planning stage to self-employment stage by working with him training him in enterprise building, giving him information of agencies, guiding him constantly	Familiarity with setting up of small industries, self-employment opportunities, procedures, financial institution, etc

Note: The staff members recruited should have a combination of both generalist and specialist skills. While they may be dealing with programme inputs of their specialization they should be willing to participate in most of the general activities such as selection, counselling, monitoring, project planning, market guidance etc.

Existing staff members need to be trained in all these areas if it is difficult to recruit new personnel. It is advisable that at least a few full-time members are available to run ESDPs as trainees may need constant follow-up support. Table 7.2 gives some details of staff requirements. The number to be employed in each category depends on the size of the programme. A minimum number of three may be necessary to start with.

It should be emphasized that the staff requirements outlined in Table 7.2 are somewhat ideal and may not be achieved in the short term. This should not deter an institution from starting programmes and seeking assistance with staffing through secondment from commercial industrial enterprises, temporary use of overseas experts, voluntary agencies, and through training of its own staff.

7.10 Characteristics Needed

Irrespective of the subject area that the staff member is going to deal with, those recruited for ESDPs should have certain qualities needed to promote entrepreneurship in relation to their attitudes and beliefs, values, and personal characteristics.

- Faith in the capacity of people to change and a belief that entrepreneurial qualities can be developed and people can be trained to become entrepreneurs. They are not necessarily 'born'.
- Commitment to promote self-employment among people.
- Familiarity with entrepreneurship, industry, financial institutions, etc
- High degree of initiative taking and perseverance
- Some creative abilities such as the ability to generate ideas and alternatives, solve problems, think innovatively.
- Possess empathy or the ability to understand others from their point of view and help them.
- Above-average level of communication skills.
- Work-values characterized by challenge, service, achievement, ethical considerations, creativity, etc.
- A desire to be of help and service to others (extension motivation).

It may be difficult to find all these characteristics in the individual but attempts should be made to recruit those who may have proven themselves. It is necessary to offer an attractive remuneration package if institutions are to be able to woo dynamic individuals from the better paying private sector.

7.11 Selection

A good search should be made to get staff members with the above qualities. Advertisements of positions should include details about the roles, responsibilities and challenges inherent to the jobs. The final selection should be made by experts already familiar with ESDPs and the requirements for running them.

Since the selection committee plays an important role, its constitution has to be carefully considered. The following points may serve as guides in the identification of committee members.

- The selection committee has a clear idea of the roles, responsibilities and challenges of the position(s) advertised.
- The selection committee is familiar with ESDPs, how to run them, the complexities involved, etc.
- The selection committee includes members who are themselves experts in the relevant specialist areas.
- The selection committee should represent the major relevant interest groups it serves, e.g., management, staff, ESDP unit, government, industry, etc.

7.12 Induction

Before an ESDP is launched it is useful to conduct an induction programme for all staff members. Such a programme should aim at the following:

- To acquaint them with the world of self-employment, state of the art, problems and issues, government support, financial institutions, etc.
- To develop in them a pragmatic understanding of self-employment opportunities and efforts needed to develop self-employment skills in trainees.
- To acquaint them fully with the local resources available for training the candidates.

The induction programme may consist of various activities such as those indicated here:

- Visits to self-employed persons at work and conducting interviews with them.
- Visits to financial institutions and participating in discussions relating to relevant matters.
- Visits to government departments dealing with self-employment and interacting with officials responsible.
- Studying case studies of ESDPs in own country and other countries.
- Visit to institutions conducting ESDPs and holding professional discussions.
- Professional discussions within own institution about ESDP.
- Library and research work in order to understand ESDPs and how to conduct them.
- Discussions with those who attempted and failed to be self-employed.

7.13 Performance Appraisal

Most educational institutions tend to neglect performance appraisal of their own staff. Appraisal can serve many purposes. It can be an instrument that gives direction to staff members and it can also facilitate their development. When new staff are recruited for ESDP, an appraisal of their performance could form an integral part of the functioning of the programme administration. The following guidelines may be followed in relation to staff performance:

- (a) Every trainer/staff member should develop the discipline of planning his own activities annually or periodically. Such planning should indicate in detail the various activities the staff member is intending to undertake. These may cover activity areas such as the following:
- Teaching duties including courses he is intending to teach, and the number of sessions
 - Preparation of teaching materials/audio-visual aids, handouts, reading lists, etc.
 - Individual guidance to students including counselling services, help in projects etc.
 - Research activities

- Field work
 - Extension or consulting activities
 - Professional self-development activities
- (b) Every staff member should analyse his own performance annually and undertake self-appraisal.
- (c) A periodic meeting of all staff members should be planned where work plans and performance appraisals can be shared. If this is not feasible then at least dialogues should be instituted between the staff members and the head of the ESDP or institution.
- (d) Appraisal discussions should lead to changes in work plans, and identification of staff development needs other professional decisions.

Note: Irrespective of whether there is individual staff appraisal or not, it is desirable for the institution to conduct annual performance reviews.

7.14 Staff Development

The success of an ESDP depends on the competence of the staff. While selection, induction and appraisal may facilitate in securing the right kind of staff, staff development is a continuous process and needs special attention. Entrepreneurship is an exciting and growing area with developments taking place globally. An exposure of staff to these developments in a systematic way is likely to strengthen them and the programme. The following mechanisms could be used to train and develop ESDP staff:

- Sponsoring staff members for training programmes on entrepreneurship
- Sponsoring visits to other institutions
- Encouraging staff to do locally-based research and making funds available for this
- Organizing field visits to interview the self-employed and to prepare case studies and other training material on the basis of these experiences
- Industrial attachments for staff with renowned firms to study practical aspects of business

7.15 Follow-up Services

A very important and critical role the institution offering ESDPs can play is by providing follow-up services. After receiving classroom and field based inputs ESDP participants may need guidance at every point of time until they establish their business or get self-employed. In some cases assistance may be required even in the first few years of their establishing themselves. So the institution should make structural arrangements to provide follow-up and guidance services. Every staff member may be required to play this role. Alternatively a separate cell or team may be established to provide such services.

Such services may take the form of:

1. Individual contact and counselling (some specific days in a week eg. Wednesdays may be designated as follow-up contact days)
2. Group workshops with candidates of each batch to review progress and take stock of needs, difficulties etc and collectively think about solutions
3. Follow-up talks and lectures
4. Mailing new information and literature
5. Alumni get-togethers to share experiences

Where an institution is not in a position to offer such services it is recommended to have linkages with other agencies who have interest in supporting such programmes.

7.16 Organizational Culture

The institution running an ESDP should distinguish itself with a culture that can be characterized as an 'entrepreneurial culture'. The trainees are likely to learn as much from the way an institution is run as from the classrooms. The culture of the institution is made up of its norms, values, decision-making processes etc. The following characteristics reflect the entrepreneurial culture of an organization:

- The institution encourages innovative ideas from individual staff members.
- The institutional culture reflects a sense of purpose and mission.
- The institution supports ethical entrepreneurial activities.
- The institution has considerably flexible procedures.
- The institution encourages staff to take initiative.
- Staff work as a team and collaborate with each other.
- Staff members are helpful to trainees and are committed to guiding them towards self-employment.
- Problems and issues are discussed openly and sorted out.
- Purpose is more important than procedure and procedures may be abandoned if they do not help the organization.

Achieving this culture necessitates team work, joint planning by staff, hard work and a high level of communication among different groups. The leadership style of the ESDP head plays a very important role in the successful running of the programme which requires a participatory and dynamic leadership style to help build it up. Frequent meetings of staff to plan, review and monitor the progress of the institution helps to generate team work and a sense of belonging.

Box 7.1 Chapter Highlights

- 1 Once a TVET institution decides to start a ESDP, there are many ways in which it can go about doing it. It may start a separate unit or cell within the existing structure, the entire institution may be converted into a TVET institution, an autonomous centre may be started; or a working group consisting of a staff team may be identified.
 - 2 A number of requirements needs to be met for a successful institutionalization of ESDPs. The institution may need to provide new structures, decision-making bodies, infrastructural facilities, adequate staff and staff development opportunities.
 - 3 As the staff play a very important role in building the institution selection of the staff, their induction, their appraisal and development become very critical for the success of any ESDP.
 - 4 The institution also needs to develop an entrepreneurial culture for effective promotion of entrepreneurship.
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PROGRAMME EVALUATION AND RENEWAL

Even with the most careful and systematic planning, an ESDP curriculum cannot be a perfect product, and its implementation certainly cannot be regarded as a straightforward matter. It is impossible in the design process to identify and analyse all the factors which should be taken into consideration, or to anticipate all the nuances and peculiarities of the conditions under which the programme will be implemented. Consequently there can be no total guarantee that the expected outcomes of an ESDP will be realized in practice, or even that they are the most appropriate outcomes to be expected from such a programme. This chapter is concerned with strategies for dealing with these problems through a continuous process of refinement and renewal. Essentially, there are two inter-related dimensions to this process and adequate provision should be made for them right from the curriculum design stage.

8.1 Monitoring and Retracking

Monitoring is concerned with close observation of all aspects of programme implementation. The objective is usually to spot problems early and try to solve them as implementation progresses. Through this strategy implementation of the programme is constantly being adjusted and retracked. Obviously those involved in implementing the programme will play a major role in monitoring it, but it is also useful to have somewhat independent observers (e.g. an outside evaluator) involved, particularly in terms of co-ordinating the exercise.

Basically, monitoring involves making observations and keeping records, with periodic discussion and analysis to determine what (if anything) is going wrong with the implementation process. This then makes it possible to take corrective action in a timely manner, hopefully without causing too much disruption to the implementation process itself. Some general guidelines can be given for dealing with a monitoring and retracking exercise, but much will depend on the particular context and it should be remembered that ideals are seldom realized in practice:

- Make clear provision for monitoring and retracking right from the start, by assigning roles and responsibilities as well as briefing all concerned on the records to be kept and procedures to be followed.
- There must be regular opportunities for alerting others to potential problems and discussing these at an early stage (e.g. by making it a regular item on all staff meetings/committee meetings).
- Unless there is an obviously serious problem, do not rush into making adjustments. The programme must be given a fair chance of being fully implemented without undue disruption.
- When something is going wrong that calls for corrective action, do not assume that the problem is with the implementation process. It might well be a problem with the programme design itself.
- Remember that there will be opportunities for major changes at the evaluation and renewal stage, so keep only to essential and immediate adjustments for now.

As part of the monitoring and retracking exercise it is essential to keep proper records on the staff, students, organization, logistics, classroom practices and general management of the implementation process. Box 8.1 gives some suggestions on what can be done.

Box 8.1 Keeping Proper Records

1. On Student:
Background profile on entry to ESDP; course performance (assessment record); attitudes, self-assessment, etc.
 2. On Staff:
Qualification; performance; coping with change; difficulties encountered; initiative; range of activities undertaken; preferences and areas of specialization; further training; etc.
 3. On the Institution:
Organizational changes; resource position; impact on budget; logistical and procedural changes; general responsiveness
 4. On the Programme:
Difficulties encountered with particular content elements (e.g. too demanding in terms of teaching resources); redundant content; unpopular content; cost-effectiveness of implementation techniques; etc.
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8.2 Evaluation and Renewal

At some strategic point in the implementation of the programme (preferably after one or two cohorts have completed the course), there should be a full-scale evaluation of the curriculum. The main objective of such an evaluation should be a general stock-taking in order to answer such questions as:

- Are the goals and objectives which were set for the programme being achieved in practice?
- How much of a change has ESDP made to the organizational life of the institution? (What are the positive and negative aspects of these changes?)
- In what ways have students benefited from this programme?
- Is there still support for the programme? (Who are the main supporters?)
- Has the programme been too demanding in terms of the human and material resources needed to implement it?
- Have there been changes in the original conditions under which the programme was first developed?
- Should major changes in the goals and objectives be considered at this point?
- Is there a case for advancing the programme further along the road to full-scale entrepreneurship training?
- What have been the main factors responsible for any implementation difficulties encountered?
- Is there further scope for improved efficiency and cost effectiveness in the implementation of the programme?
- Should the institution continue with or abandon its attempt at implementing ESDP?
- Where do we go from here, with this programme?

The team which undertakes this evaluation exercise will usually include specialists who are external to the institution. A wide range of techniques and instruments are now available for evaluation, and this has in fact become a rather specialized area. The following list offers suggestions on what might be used in the evaluation of an ESDP:

- (a) Are the goals and objectives being achieved?
 - record of student performance in the course

- follow-up of graduating students regarding their performance in self-employment (Interview)
 - self-evaluation by alumni of the programme (Questionnaire/Interview)
 - survey of self-employment resulting directly or indirectly from the programme
- (b) Changes in organizational life of institution
- additional staff and support staff due to programme
 - procedural changes resulting from programme
 - budget increases and reallocations resulting from the programme
 - additional work-load generated by programme
 - changes in work pattern and institutional management style
- (c) Support for the programme
- record of contributions to the programme's budget
 - evidence of sources which may not continue support (why?)
 - new sources willing to support programme (requests)
- (d) Cost-effectiveness of programme
- calculation of training costs per student (from financial records)
 - cost of programme compared with other programmes in institution
 - calculation of any earnings from income-generating activities
 - estimation of earnings of graduates from the programme
 - benefits to the community in terms of employment generation
- (e) Changes in original conditions
- survey of current employment trends in the community
 - interviews to determine motivation for self-employment amongst target group population.
- (f) Opportunities for further development
- needs survey to determine any further development required
 - assessment of resource availability to facilitate this development

On the basis of this type of evaluation, recommendations can be made to sponsors, clients, and institution authorities concerning renewal of the programme. These recommendations will basically be along one of the

following lines:

- continue with the programme but minor improvements are needed
- continue programme, but fairly major improvements are needed
- hold negotiations with sponsor; canvas target groups; hire new staff; establish new procedures; make organizational changes; etc. as a pre-condition for continuing with the programme
- build on programme's success by upgrading
- the institution should cut its losses and abandon the programme
- reduce scope of programme to make it manageable within the institution.

SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats Analysis) is a useful instrument for programme evaluation and renewal. In this method the evaluation team or the entire staff involved in the programme may assemble for a day's workshop and identify strengths, weaknesses, opportunities and threats for the ESDP. Box 8.2 presents some guidelines for such an analysis.

BOX 8.2 SWOT Analysis for Programme Renewal: Some Guidelines

1. All staff members involved in conducting the ESDP may participate in doing SWOT analysis.
 2. It is useful to involve students and alumni also in SWOT analysis. They could do SWOT analysis in separate groups or together.
 3. The evaluation team may also undertake SWOT analysis on their own or get various groups for a workshop to conduct SWOT Analysis.
 4. The following steps may be followed for doing SWOT analysis:
 - state the programme goals clearly
 - identify the extent to which each of these goals has been achieved till the time of SWOT analysis
 - identify and list the strengths of the programme in terms of learners, staff, programme inputs, methodology, support facilities, programme administration, institutional structure, etc.
 - identify the weaknesses of the programme
 - identify the opportunities in terms of the same components as above for the institution to enrich/to expand the programme/to ensure achievement of goals
 - identify the threats facing the programme
 - prepare action plans to retain/increase strengths, overcome the weaknesses, to make use of the opportunities and to face threats
 - consolidate the action plans and prepare a comprehensive renewal plan for implementation
 5. Different groups could be constituted to do SWOT analysis on different components (e.g., programme content, learners, staff, programme administration and institutional structure, etc.,).
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TABLE 8.1 SUGGESTIONS FOR ASSESSING ESDP LEARNERS

AREA OF CONCERN	TYPICAL METHODS/ACTIVITIES	SUGGESTED ASSESSMENT TECHNIQUES
Familiarize learners with the real world of entrepreneurship	-Case-studies of typical business Field trips to establish enterprises Study of local operational rules and procedures	-Individual contribution to case analysis during group discussion (Recorded observation) insight and understanding shown in short tests (eg. multiple choices,) as well as in detailed write-up on case studies/operational rules and procedures. Quality of individual and/or group report on field visits
Train learners to apply knowledge and skills in entrepreneurial encounters	-Role playing within a 'training' enterprise (eg. running the institution's bookstore/canteens/production unit, etc). Simulation exercises ('games') involving hypothetical enterprises through which learners undertake problem-solving activities. Short-term attachments or study-visits with established enterprises	-Individual performance and concrete achievements in the role assigned. Records. Quality of team work in role playing exercises (Recorded observations) individual performance in different roles within a hypothetical enterprise (written game plan or strategy; recorded observations; peer-group assessment) External reports provided by enterprises to which learners are attached
Develop appropriate personal characteristics and enterprising personality	-Achievement motivation lessons involving success stories of individuals and enterprises, etc. Guidance and counselling to promote behavioural change. Simulation exercises/role playing	-Periodic attitude questionnaires to measure changes in personality, recorded observations on behavioural changes during simulation exercises. Peer group assessment and recorded observations of personal characteristics evident during role playing in a 'training' enterprise
Promote adherence to ethical norms and standards reflected in codes of practice	-Case-studies on ethical issues. Study of local rules, regulations and penalties pertaining to entrepreneurship. Simulation exercises to entrepreneurship. Short-term attachments been attached	-Recorded observations of ethics-related performance in simulation exercises. Awareness of norms and standards shown in case analysis and and write-up assignments or essays

8.3 Assessment of Learners

Perhaps the most important outcome of an ESDP is what happens to the learners as a result of their participation in the programme. In this regard it is essential to distinguish between short-term and long-term achievements of learners. Although most ESDPs tend to be concerned with promoting self-employment, this should really be seen as a long-term objective. In the short-term, there is a case for assessing what learners have achieved in terms of the preparation, knowledge, skills and attitudes prescribed in the ESDP curriculum. Such assessment provides important indicators of how well learners have been prepared for the world of entrepreneurship and what particular strength and weakness they have manifested where the pre-requisite competencies are concerned. ESDPs share certain assessment peculiarities with other professional and vocational training programmes, and these should feature strongly in planning for the assessment of learner's achievements.

Firstly, ESDPs and similar programmes have a grounding in the real world, which is radically different from that of general education programmes. The concern is not simply with initiating learners into a field of knowledge, but also to familiarize them with real world situations and encounters pertaining to entrepreneurship. Thus case-studies and 'field trips' are of particular significance in ESDPs and considerable weighting should be given to their performance in these areas.

Secondly, ESDPs are uncompromisingly about applied knowledge rather than 'pure' knowledge. Assessment should therefore focus not so much on learners being able to state facts and explain principles, but on their demonstrating a capacity to apply such facts and principles in entrepreneurial encounters. Simulation exercises and role playing are therefore of considerable value.

Thirdly, personal characteristics and personality factors are of significance in the field of entrepreneurship. As such most ESDPs give substantial attention to behavioural change and personality development, calling for appropriate weighting.

Finally, entrepreneurship has its own peculiar brand of moral and ethical standards, involving honesty, trust, confidentiality, etc., which help to make 'risk-taking' a rational and manageable activity. These standards are usually reflected in explicit or implicit codes of practice espoused by the business

community. In assessing learners, some attention ought to be given to their potential capacity for adhering to these standards not only in times of entrepreneurial success, but also in the face of difficulties and failures.

Generally the peculiarities of ESDPs imply that areas of emphasis in the assessment of learners will be substantially different from what obtains in standard academic programmes. As a result it is important to marshal an array of appropriate assessment techniques which can be used for measuring the short-term performance of learners in the various dimensions of and ESDP. The following outline offers some suggestions on appropriate assessment techniques for ESDPs, but these should be treated simply as illustrative examples rather than comprehensive prescriptions.

Assessment of learners in the long-term is more specifically related to their actual performance in the field of entrepreneurship. In most cases this has to do with whether they have established their own business and how well they are performing in self-employment. However, such assessment should also be concerned with other tangible ways in which some learners have been able to use their ESDP training to make a success of their lives, even though they may not set-up their own business.

In principle there are at least three broad strategies through which long-term assessment of learners can be pursued. Firstly, the strategy of 'Follow-up Support and Guidance' affords the opportunity not only of assessing ESDP graduates, but also of helping to improve their performance. Essentially, it involves follow-up services which help ESDP graduates to establish their own business, as well as monitoring their progress periodically and helping to solve problems which arise. Some training agencies and institutions offering ESDP regard this type of follow-up service as part of their responsibility. It is also fairly common for a separate agency to take on this follow-up role, once the learners have completed their entrepreneurship training programme.

A second strategy for long-term assessment of learners is a simple follow-up study which obtains information on a regular basis (eg 3 monthly), regarding the performance of former trainees in running their own business. This type of information can be supplemented by periodic workshops in which former trainees are brought together to interact and discuss in detail the issues and problems they face.

A third strategy that can be used is that of tracer studies. In this case a period of two to three years is allowed after graduation. After this period the institution or agency interested in assessing the graduates then undertakes a tracer study through which graduates are traced to their present location. Questionnaires and interviews can be used to find out what graduates have been doing since completing their training.

8.4 Impact Analysis

A legitimate concern of agencies which sponsor and support ESDPs is to find out what impact the programme has had, especially in relation to the original objectives which prompted them to support the programme in the first place. The impact of an ESDP should also be of concern to the learners who participated in the programme as well as the institution(s) operating such a programme. Any or all of these interest groups could initiate or request an evaluation exercise aimed at analysing the impact of an ESDP. Impact analysis entails several key dimensions as outlined in Box 8.3. Data on these dimensions can be collected through various techniques, and the results can help decision makers make informed judgements about the ESDP.

Box 8.3 Dimensions of Impact Analysis

(A) Impact on whom: ESDP could have an impact on such categories as:

1. Individual learners - change in their lives
2. Target groups (eg rural women) - social, economic and other changes
3. Local community (eg District containing minority caste/tribe) - social, economic and other changes
4. The institution operating the ESDP
5. The nation as a whole - social, economic and other changes

(B) Impact in what ways: Impact could be:

1. Positive or negative (good or bad)
2. Direct or indirect (i.e. clearly a result of the ESDP, or merely a side-effect of it)
3. Concrete (visible and reality identifiable - eg. number of new business) or intangible (less visible and esoteric - eg. change in business climate)

(C) Impact on what scale:

1. Large scale or small scale (mainly a quantitative issue)
2. Important or trivial (depends on perceptions of different interest groups)
3. High value or low value (depends on how different groups value the impact in question)

TABLE 8.2 DISAGGREGATED IMPACT ANALYSIS TABLE

Impact on whom	Description of Impact	Any Numerical Value	Monetary Value
Learners	Success in establishing own business	40% of graduates	an income of £x per year
	serious frustration and depression problem	5% of graduates	"
	new self-esteem and sense of value	"	"
Institution offering ESDP	additional recurrent costs	4 staff materials transport etc	£x per annum
	success in attracting outside funds	"	"
	recognition as progressive institution	"	"
	sense of self-reliance and change in attitude towards self-employment	"	"
Target group	greater share in ownership of small business in the country	income of 8% in ownership	"
	Improved socio-economic status	"	"

Usually decisions resulting from impact analysis have to do with such matters as:-

- Whether the various impacts are worthwhile and valuable in their own right
- Whether the positive aspects of impact outweigh the negative ones
- How actual impact compares with what was expected of the ESDP
- What groups have benefited most from the ESDP
- Whether the costs of implementing the ESDP have been a worthwhile investment
- Whether the disruption, and other adverse effects of the ESDP are acceptable in relation to the benefits, etc.

Usually impact analysis will be carried out by evaluation specialists, and it is essential that they are able to present an objective account of the impact which ESDP has had. In this regard the practice of aggregating results and expressing them in monetary or other economic terms, is not always useful. For instance if an evaluation suggests that the benefits from ESDP represent a very low rate of return on the investment made in implementing the programme, should the ESDP be judged a failure and discontinued? In assigning monetary values to benefits, should we treat a self-employed person in the same way as a job seeker who earns a similar salary?

Because of these sorts of difficulties, it may be best to require evaluations to present a disaggregated list of the impact which an ESDP has had. In doing so they can qualify the impact where possible and even express it in terms of monetary value where necessary. Otherwise they should present a simple statement describing the impact.

8.5 The Evaluation Team

In an ideal situation an innovative programme such as ESDP would be formally evaluated and adequate resources would normally be provided for the exercise. As already indicated, there is a level of evaluation which is really concerned with monitoring and retracking while the programme is being implemented. This is essential because it ensures that constant attention and effort are devoted to giving the programme a good chance of being successfully implemented. In the absence of this dimension many innovations have been judged to be failures by teams of experts who do a one-off evaluation after the programme has been

in operation for several years. Often the truth is that such programmes were never really given a fair chance in the first place, and would probably have been successful if the necessary adjustments and retracking had been made at the right time.

Sponsors may or may not provide resources for such adjustment exercises, but it is the business of an implementing institution to ensure that it takes place. The size and composition of the team which undertakes monitoring and retracking will depend on available expertise and resources. This dimension does not really require external expertise, except in so far as staff of the institution might need to be trained and guided. Indeed the continuous frequent presence of external specialists during project implementation might itself have an unintended influence on implementation.

Potentially, every staff member involved with the ESDP has something to contribute to this process. There should however be some amount of prior training and clear explanations of what is involved, and good co-ordination as well. Good record keeping and regular meetings (weekly/fortnightly/monthly) are the key to success with this type of exercise. If an external specialist is involved then his/her main role should be to promote free and frank discussion at the regular meetings, and help to provide insight into what may be going wrong with implementation, based on information available. Teams may find suggestions for monitoring and evaluating ESDPs in Table 8.1 helpful.

In the case of evaluation and revision/renewal which comes after the programme has had a chance of being established, it is important to have a team which is not too attached to the programme. An institution should seek the involvement of external expertise, which could be from a local college, curriculum centre, or university working together with individuals from other relevant organizations.

Table 8.3: Suggestions for Monitoring and Evaluating ESDPs

	OBSERVATION	QUESTIONNAIRE	INTERVIEW	RECORDS	SURVEYS	OTHER FEEDBACK
<u>STUDENTS</u>						
Performance in ESD	Some general observations to complement records		To obtain experiences of students completing course	Assessment based on class-work, projects, tests, fieldwork etc.	State of self-employment enterprises attempted since graduation	
Attitude/Motivation for ESD	Some general observations	Attitude questionnaires administered at the start and end of course	Interview to determine level of motivation			
<u>STAFF</u>						
Academic competence	Observation of classroom teaching			Qualifications and letters of recommendation Training courses attended Student results		Quality of educational materials prepared by staff. Any learned papers
Entrepreneurial competence	Observation of project work and field work			Track record of entrepreneurship work involved		Other people's assessment of work
Teaching/Training Competence	Observation of classroom teaching			Student results		Feedback from students
<u>INSTITUTION</u>						
Resources	Resource position	Questionnaire to determine if resources are adequate. Staff can indicate areas to be cut back		Stock inventory of materials used Recurrent budget Capital expenditure	Physical facilities survey in terms of size, state, of frequency use	
Administration Management	Observation of changes made		To obtain views on what ESD has meant for running the institute	Minutes of administrative meetings on ESDPs		Support staff views on what ESD has meant for their work

- 1 The ESDP should include strategies that provide opportunities for refinement and renewal.
 - 2 Through monitoring, weakness of the programme can be identified early and subsequently corrected if necessary. Proper records of the various components of a programme must be kept in order to facilitate the monitoring process.
 - 3 Full-scale curriculum evaluation, better undertaken by external specialists, is necessary at strategic points during implementation. A growing range of techniques and instruments is available and major directions possible are briefly surveyed.
 - 4 Short-term and long-term achievements of learners need to be assessed, providing indicators of the programme's success in training students for the world of entrepreneurship.
 - 5 Analysis of an ESDP's impact will reveal information on target groups, ways in which programmes have impacted on these groups and the scale of the impact.
 - 6 Finally institutions need to identify teams to undertake regulate evaluation exercises: teams may include both internal staff as well as external specialists.
-

ANNEXES

**ANNEX 1: Sample of relevant educational materials: water connection and
 licence for machinery (National Productivity Centre, Malaysia).**

1. Water Works

The Water Works Department is an independent Government body dealing with the supply of treated water for human consumption. In certain states this Department comes directly under the Public Works Department (J.K.R.).

Being an essential commodity, the Government has stipulated specific laws and regulations in respect to the installation and supply of water to any consumer. These particulars are stated in the 'The Water Acts.'

The Government has stipulated different rates for water consumption, depending on the nature of consumption. Business consumers pay a higher rate than the domestic consumers. Rates again differ from area to area.

An entrepreneur is required to meet the officer in charge of new installations to collect all information and application forms.

The prescribed forms are to be filled in duplicate giving all relevant information including the locality of the business, uses of the water, approximate quantity to be consumed per month, number of taps or points to be installed; and these forms are to be submitted to a chosen plumber for his certification.

- N.B: i) Consumers must ensure that all installation works must be undertaken only by authorised plumbers registered with the Government.
- ii) When selecting a plumber, one is advised to make some preliminary investigations so as to engage a reliable and trustworthy plumber, to ensure high standard of work and that the work gets completed on time.
- iii) Layouts of water pipes do not interfere/cross sewerage and electrical cables.

The forms will then be submitted to the department concerned for their approval. The department will then, if satisfied with the application, issue a demand note for the work to proceed giving the list of necessary payments/fees to be charged.

The entrepreneur will then instruct the plumber to proceed with the work. Once the work is completed and inspected by officers of the Water Works Department officers, the entrepreneur has to settle the relevant fees with the Water Works Department. The fees include installation charges.

Once the payment is made water is installed. The whole process will take about two weeks.

2. Licence for Machinery (Approval)

Steps to follow are as follows:

1. To import machinery

(a) Get the factory's license from the Ministry of Trade and Industry by filling a certain form according to the project if:

Forms to Fill	
- New company (apply for license)	ICA III
- Old company but still not applied	ICA II
- Old company and registered	ICA I
- To expand company or production	ICA IV

Each item must be in 15 copies

b) The payment and the conditions of the licence depend on the type and the size of the project.

Address

Ministry of Trade and Industries
Block 10
Kompleks Pejabat Kerajaan
Jalan Duta
Kuala Lumpur

3. To construct machinery

- (a) Before constructing the machine, get the Factory and Machinery Department (Jabatan Kilang dan Jentera) approval by filling in the application form for constructing (2 copies).
- (b) The Officer of the Machinery Department will come for inspection and give the form the operate machine (2 copies).
- (c) The payment depends on project size - floor area x the base area of machinery - mostly \$50 to \$150 x cubic.
- (d) Then can start operation.
- (e) Inspection and follow-up by officer of Ministry once in 15 months.

Application form

- (i) Particulars needed are as follows:
 - a) Horse power of machines
 - b) Size of machines
 - c) Pressure
 - d) Kilowatt
 - e) Weight
 - f) Power to use/operate, etc.
- ii) Attachment as required:
 - Plan of building
 - Layout of machines and the distance one to others
 - Sample of machinery (photo)

ANNEX 2: Illustrative case studies in three countries: India, Malaysia and Papua New Guinea

Case 1 Maharashtra Industrial and Technical Organisation Consultancy Limited

The MITCON conducts a six-week, full-time Entrepreneurship Development Programme for those who have completed 10 years of schooling (matriculation) and are interested in self-employment. MITCON conducts these programmes in different centres. The programme in some centres may be offered as a part-time 12-week programme instead of six weeks. The inputs given by MITCON follow the EDI model that has been evolved in Gujarat and is being popularized by the Entrepreneurship Development Institute of India. With modifications these inputs are used in the ESDPs of many countries.

Objectives

The programme inputs given by MITCON aim at the following:

1. Motivation and reinforcement of entrepreneurial traits in candidate so that they develop confidence to face the future (behaviour inputs are given for this).
2. Facilitating the decision-making process to set up a new venture (business opportunity guidance and information on project planning are provided for this).
3. Enabling the candidate to successfully and profitably establish and manage the venture (technical and managerial inputs are provided).

The inputs provided to achieve these objectives are highlighted below in the form of seven categories of inputs:

1. Information inputs
2. Business opportunity guidance
3. Formulation of preliminary business plans
4. Behavioural inputs
5. Technical inputs
6. Business plan preparation
7. Management inputs

i) Information inputs

The basic objective of providing informational inputs is to help the participants understand the task involved in setting up of an enterprise, understand the nature and extent of his involvement and facilitate the planning process for setting up of his venture.

As a part of the information input, the potential entrepreneurs are made aware of the various stages involved in setting up of small scale industrial unit/service unit, various formalities/procedures that need to be completed and various regulatory agencies that they need to contact for obtaining permission/licence. The participants are further made aware of various sources of information that they could tap to collect data on business opportunity identification.

Depending upon the needs of the target group, about 12 hours or even more are devoted for informational inputs over a period of one week or so depending on whether the programme is full-time or part-time.

ii) Business Opportunity Guidance (BOG)

This aims at providing guidance in identifying business opportunities. In this the trainees are provided inputs on:

- (a) environmental scanning.
- (b) information on local resources, ancillarization possibilities, latest technological developments, etc., and helped to identify business opportunities for further work.

This is followed by interaction of the participants at group level with experts from various areas such as electronic, chemicals etc. to enlighten the participants on business opportunities prevailing in the relevant areas and that could be exploited profitably in and around the 'centre' where ESDP is being conducted. Knowledgeable persons including 'seasoned' entrepreneurs, who have already promoted small scale enterprise in the area, office bearers of Industry associations, etc. are also invited to interact with the participants and share their experiences.

Subsequently, the trainer takes stock of the ideas that each potential entrepreneur has gathered through the exercise so far. Such 'stock taking' takes place by way of one-to-one counselling. Having done that, the trainer makes arrangements for interaction between a potential entrepreneur and an expert in the area where the potential entrepreneur has evinced interest.

The critical stage of business opportunity guidance is linking the business opportunity with the background of the potential entrepreneurs. Such a linkage takes place by way of individual counselling between the trainer and the potential entrepreneur. Such an elaborate exercise which involves group interaction as well as individual counselling is taken up over a period of a week or more.

iii) Formulation of preliminary business plans

The participants prepare a preliminary business plan after collecting certain preliminary data.

This is to generate a certain degree of involvement and confidence in them as this is the first exercise where the participants would see their business ideas in 'black and white'. Guidelines are provided in the training programme for preparing such preliminary plans and the participants work on their own, with necessary counselling support from the trainer.

The activity of preparing preliminary business plans is coupled with a 'Market Survey'. The participants are provided with basic guidelines for conducting a market survey. From the market survey, the participants are expected to gain an understanding of the product/services in terms of the competition prevailing in the environment/geographical area within which they desire to operate, the trade channels, product attributes of competing brands, identifying major consumers, etc. The duration provided for market survey in the form of field work is about one to two weeks. Market survey report forms a part of the preliminary business plans. This is presented by the participants and discussed.

iv) Behavioural inputs

The emphasis in the training package as far as behavioural inputs are concerned is on 'Achievement Motivation Training'. Need for Achievement (n-Ach) can best be described as an urge in an individual to do something extraordinary or unique; an urge to excel, an attempt to meet self-imposed standards of excellence; desire for success in competition with others; and involvement in long term career goal. Experiments of Harvard psychologist, David C McClelland, during the mid-sixties in India, have clearly linked Achievement Motivation to entrepreneurship and have established that it is possible to develop achievement orientation amongst potential entrepreneurs through training.

The basic objectives of providing motivational inputs in an ESDP are:

- To facilitate self awareness amongst the participants so that they understand their strengths and weaknesses
- To help the participants understand their goal setting and risk taking behaviour
- To help the participants see the relationship between motives and behaviour
- To raise the confidence level of the participants
- To facilitate a good understanding of the Achievement Syndrome - various components of achievement-oriented personality, which would lead to success as an entrepreneur
- To help the participants develop an achievement-oriented action plan for enterprise launching in specific and for attaining life goals in general

Achievement Motivation Training (AMT) is imparted using McLelland's models continuously for 3 to 5 full days. Subsequent to AMT, regular reinforcement is provided throughout the training programme by the trainer.

v) Technical inputs

There are three methods used to provide technical inputs (a) Factory visits, (b) Technical orientation and, (c) Technical skill development training. In most of the cases, the technical inputs are confined to factory visits. Elaborate technical training is not provided.

Visits to carefully selected industrial units are organized over a period of 2 to 4 days. Visits to small scale units similar to the ones that the participants would like to go into helps them understand that the goal they have set for themselves is feasible.

In certain cases - for example, Science and Technology target group - where the participants are expected to set up business ventures with a considerable range of technical components, the participants are exposed to the technology by way of placing them for a brief period (a couple of weeks) in similar existing production units and/or putting them in touch with technical experts with whom they can interact.

vi) Business plan preparation

The business ideas identified by the participants and found prima-facie feasible through preliminary business plans that they would have earlier prepared need to be culminated in the form of a detailed project report or a business plan that could be submitted to financial institutions for obtaining necessary funds. Such a business plan would further act as a guideline for the participants to work towards implementation of the project ideas.

First some classroom inputs are provided on project preparation. Then the participants start the activity of preparing business plans on their own and various other inputs are provided subsequently so that by the end of the training programme the participants would be in a position to complete their business plans. Continuous one-to-one counselling by the trainer takes place to ensure that the participants overcome certain problems and clarify issues regarding business plan preparation.

vii) Management inputs

The inputs are directed towards facilitating development of working knowledge of certain critical management areas.

By the end of the training programme, it is expected that the participants:

- (a) Would have acquired sufficient information and knowledge of various procedures and formalities required to set up a small scale enterprise
- (b) Would have identified business opportunities

- (c) Would have prepared 'bankable' project reports (depending on duration of the training programme)
- (d) Would have understood the intricacies of managing a small business venture
- (e) Would have understood their own strengths and weaknesses and personal characteristics in relation to entrepreneurial competencies
- (f) Would have realised the need to develop entrepreneurial competencies which are lacking in them and would have taken steps in that direction

About 180 hours of classroom training has been found appropriate for providing these inputs. A variety of methods are used by MITCON for providing the above inputs. These include:

1. Classroom lectures and case discussions
2. Group discussions
3. Field work and field visits
4. Films and other aids
5. Simulation exercises
6. Individual counselling

The sequencing of inputs followed is more or less the same as the sequence followed above. Some flexibility is used depending on the needs.

**Case 2 Entrepreneurial Development Programme for Civil Servants:
Curriculum of the National Productivity Centre (NPC), Malaysia**

The NPC, Malaysia has been offering a four-month Entrepreneurship Development Programme for civil servants interested in becoming self-employed. This ESDP has been offered as an integrated programme combining techniques of behavioural sciences, tools of management sciences and development of concrete business plans to set up new business. The ESDP attempts to provide practical knowledge, skills and exposure in handling market situations, government regulations, financial incentives etc. By the end of the programme, the participants are expected to be achievement motivated, know functional concepts and practices of management and to be able to know how and where to make loan applications, securing available incentives, seeking government approvals and identifying business locations.

The programme consists of modules:

1. Achievement Motivation
2. Business Administration
3. Marketing Management
4. Selling and Sales Techniques
5. Accounting
6. Financial Management
7. Staff Management
8. Budgeting and Project Paper
9. Job Attachment

Achievment Motivation (AMT) - The NPC AMT module follows closely McClelland's model and has objectives and content very similar to the one used by MITCON, India.

Business Administration - This module aims to give general information and exposure to the various business environments. It discusses business organizational structure, regulations and laws, government and commercial sector assistance. Guest speakers from relevant agencies are usually called in to give talks and insights in these areas. Trainees are introduced to various marketing concepts and tools so as to be able to identify marketing opportunities for their product or services. Topics on customer needs and wants, understanding their tastes and preferences and competitors are presented and discussed.

Selling and Sales Techniques - This is to expose participants to various important principles in selling and to help them develop a systematic approach in making sales. Role play and films are used in this session to simulate the selling environment. Guest speakers/entrepreneurs are usually invited to speak and share their experiences in selling.

Accounting - In this module emphasis is placed on giving skills and knowledge in accounts such as recording transactions and preparation of basic but important financial statements. From experience participants' knowledge and exposure is fairly low in this area and therefore extra coaching time is provided to ensure that they are able to grasp the basic accounting concepts, principles and systems.

Financial Management - This module is a further step to the accounting module. A combination of classroom lectures and exercises is made with presentations of talks from financial institutions.

Staff Management - Human resource is a very critical issue in small enterprises. This message and the need for positive and qualified staff for quality products and services form the central thrust of this module. The participants are also exposed to the Employment Act which presents the typical terms and conditions of the private sector.

Budgeting and Project Paper - This module is followed through with the project paper format. It is in fact the session for actually getting to work on building up the plan. Participants may have a real project in mind, to be started shortly, or an imaginary project which they are still unsure or unclear about.

Following this module time is given for the participants to prepare their project papers which have to be presented individually later in the classroom session.

Job attachment - In this module participants are attached to various small and medium enterprises for 5 weeks. It hopes to expose participants to actual enterprise environment, learn managerial techniques, get contacts and acquaintances already in business for future reference.

These modules extend over a period of 16 weeks (4 months) inclusive of weekends, public holidays and a week's break for the participants.

Case 3 The Secondary School Community Extension Project (SSCEP): Papua New Guinea

SSCEP began in 1977 as a pilot project designed to explore ways of modifying the lower secondary school curriculum. It aimed to emphasize the practical applications of learning and to encourage school leavers to return to productive self-employment within their home communities by fostering the knowledge, skills and attitudes necessary for successful entrepreneurial activity. Although fears of increasing unemployment of school leavers clearly inspired the project, SSCEP became an in-school programme with community

outreach components designed to foster entrepreneurial skill development. It was an attempt to provide secondary education that would be relevant for those who did not find paid employment as well as for those who went on for further studies. Although the project aimed at curricular changes and providing new learning experiences for Grades 7, 8, 9 and 10, the curricular changes were finally focused on Grades 9 and 10 where the students are older and therefore more likely to be capable of applying their skills in self-employment upon leaving school.

Four structural components were designed as a part of the learning model of SSCEP:

- i) Revised core subjects
 - ii) Core projects
 - iii) Outstations and
 - iv) Community extension activities
- i) Firstly the Revised Core Subjects of English, Mathematics, Science and Social Science were retained as in all schools. This would maintain the academic dimension of the curriculum, but skills acquired in these disciplines were expected to be applied in practical and vocationally oriented activities associated with SSCEP.
- ii) Core Projects were the second component of the learning model. These were a new feature for provincial high schools. Each school could choose a range of practical or business oriented projects that were relevant for their local context. Examples include Boat Building, Trade Store Management or Coffee Cultivation. The Core Projects served as a vehicle for the development of entrepreneurial skills and attitudes. In addition, each project was to apply and reinforce selected core subject and technical skills. Various mathematical calculations studied in the national syllabus could, for example, be improved through application in the running of a school trade store. Emphasis was placed upon the active involvement of students at all stages of core project formulation, development and implementation, in the hope that such experience could transfer to subsequent entrepreneurial activity within the community.

- iii) Outstations, the third component, were initially defined as 'satellites' or field centres where students could live in a more village-like environment, take greater responsibility for their own affairs and simulate Core Project experience in a more realistic community context.
- iv) Community Extension activities were incorporated in the learning model to move, albeit temporarily, directly into the community. Students would thus spend a number of weeks during each school year living and working on entrepreneurial projects in their home villages with minimal school supervision. It was envisaged that students would apply the skills learnt at school and establish small employment-generating projects that could either be continued by other community members or be pursued by the students themselves upon leaving school.

ANNEX 3: List of 15 country case studies on ESDPs.*

Australia	Young Achievement Australia
Canada	Canadian Council for Native Business
India	Maharashtra Industrial and Technical Organisation Consultancy Limited
Jamaica	Human Employment and Resource Training Trust: Solidarity
Malaysia	National Productivity Centre
Malawi	Malawi Entrepreneurs Development Institute
Nigeria	Bendel State Entrepreneurship Development Programme
Papua New Guinea	The Secondary Schools Community Extension Project.
Sierra Leone	The Bunumbu Teachers College Project
Sri Lanka	National Youth Services Council and Youth Co-operative Societies
Swaziland	Business Management Extension Programme, Manzini Industrial Training Centre
The Gambia	The Gambia Technical Training Institute
Uganda	Namutamba Project - Basic Education Integrated into Rural Development
United Kingdom	The Greenfield Valley Young Enterprise Centre, North Wales
Zimbabwe	Ponesai Vahnu Technical Centre, Mashonaland

* It will be noted that case studies listed here describe successful programmes conducted in technical/vocational institutions, as well as other organizations and agencies.

ANNEX 4: Countries and institutions involved in trialling the draft guidelines described in the Resource Book:

Australia	Curtin University
Bahamas	College of the Bahamas
Britain	College for the Distributive Trades
Dominica	Ministry of Education
The Gambia	Gambia Technical Training Institute
India	Technical Teachers Training Institute, Southern Region, Madras
Jamaica	College of Arts, Science and Technology
Kenya	Kenya Polytechnic
Malaysia	MARA Institute of Technology
Nigeria	Yaba College of Technology
Swaziland	Swaziland College of Technology
Zimbabwe	Harare Polytechnic

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